RURAL SOCIOLOGY 1500: INTRODUCTION TO RURAL SOCIOLOGY
Fall, 2016
Monday, Wednesday, Friday 1:50 pm - 2:45 pm
Gateway Film Center - Room: HOUSE 2
The Ohio State University

INSTRUCTOR: Jeffrey B. Jacquet, PhD
Assistant Professor of Rural Sociology
School of Environment and Natural Resources
Room 320B, Kottman Hall, 2021 Coffey Road
(614) 292-9410
jacquet.8@osu.edu

OFFICE HOURS
Mondays and Wednesdays 10-12, or by appointment. I will also be available after class for brief meetings.
Note: Appointments are strongly encouraged, even if during normal office hours, to avoid conflicts with other meetings or events.

TEACHING ASSISTANT: Matthew Barnett,
barnett.580@osu.edu
Room 461, Kottman Hall, 2021 Coffey Road
(435) 419-0629

OFFICE HOURS
Tuesdays 12-2, Fridays 9-11, or by appointment.

REQUIRED TEXTBOOK:
No required textbook, however a multitude of additional course materials (readings) will be posted on the course webpage or you may access them via the internet.

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 and American society in general, as well as other societies around the world. Thinking critically means:
   (a) understanding the strengths and weaknesses of different and/or opposing points of view
   (b) no matter how strongly you believe that you are right and everyone else is wrong.
This course meets the following GEC requirements in:
(1) Diversity-Social Diversity in the United States

Goals: Students 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:
- Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- Students 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 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:
- Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.
- Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
- Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

REGULAR CLASS ATTENDANCE IS HIGHLY RECOMMENDED. Class lectures will include new material as well as review of important content from the textbook that will likely be covered in exams. A portion of the final grade will also be based on attendance, determined through completion of attendance check activities. 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.

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
"Students with disabilities that have been certified by the Office for Disability Services will be
appropriately accommodated and should inform the instructor as soon as possible of their needs.
The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue;
telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.

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 my 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, lifestyles 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. I 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam #1</td>
<td>40</td>
<td>September 23rd</td>
</tr>
<tr>
<td>Midterm Exam #2</td>
<td>40</td>
<td>November 22nd</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60</td>
<td>December 14th</td>
</tr>
<tr>
<td>Short written assignment</td>
<td>20</td>
<td>December 7th</td>
</tr>
<tr>
<td>In class activity or Quizzes</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
The minimum percentages to achieve a given grade are as follows:

- 93 percent  A
- 90 percent  A-
- 87 percent  B+
- 83 percent  B
- 80 percent  B-
- 77 percent  C+
- 73 percent  C
- 70 percent  C-
- 67 percent  D+
- 60 percent  D

Less than 60 percent  F

**Additional detail regarding the assignments:**

**Midterm exams:**

There will be two midterm 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 first 4 weeks of class and will be given at the beginning of the 5th week. The second mid-term will cover material from the 5th week to the 13th week and will be administered at the beginning of the 14th week. Each mid-term will be worth 40 points and each mid-term will account for 20 percent of the final grade.

**Final Exam:**

The final exam is a multiple-choice and short answer format and will be given during the scheduled exam period designated for this class during finals week. For this section of RS 1500, that time is Wednesday, December 14th, 2:00 to 3:34 PM. 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.

*Make-up exams will be allowed only for an excused absence.*

**Small Group Written Assignment**

The small group written assignment (5-6 pages, double spaced) is to be completed outside of class; however, we will spend time in class discussing the assignment requirements. This assignment is designed as a way for you to apply concepts covered in the course in a group setting. More detailed instructions for the assignment will be provided in class. This assignment is worth 20 points (10 percent of the final grade) and is due at the beginning of class on October 26th. The grade for this assignment will be based on completeness of the assignment, understanding of the concepts and ability to apply course content, the written quality of the work, and a participation grade assigned anonymously from your fellow group members.
Individual written assignment

The second short written assignment (Length to be determined) is also to be completed outside of class; again we will spend time in class discussing the assignment requirements. This assignment is designed as a way for you to apply concepts covered in the course to the US Presidential Election and for me to gauge your understanding of these concepts. This written assignment asks you to reflect on the results of the Presidential Election though the application of several course concepts. More detailed instructions for the assignment will be provided in class. This assignment is worth 20 points (10 percent of the final grade) and is due at the beginning of class on the last day of class, December 7th. The grade for this assignment will be based on completeness of the assignment, understanding of the concepts and ability to apply course content, as well as the written quality of the work.

In Class Activities and Quizzes

Finally, on 4-6 occasions, we will complete a fun in class activity or “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% of your overall grade.

Course Schedule

Note: This schedule is a general estimate of the readings that will be required and the dates when course topics will be covered and other activities will occur. This schedule is subject to change. If changes occur, we will notify you as soon as possible. All Changes will be announced in class, and will be noted on the course “News Feed” on Carmen.

However, please know that exam dates will not be changed except for extreme circumstances.

Week 1: Introduction – August 24th and 26th

Introduction to each other, the course, and sociology.

Readings for this Week:
Closely Read the Syllabus in its Entirety.

Donnermeyer, R. People Place and Society: An introduction to Sociology

Mills, C. Wright. The Promise: Chapter 1 (optional, but recommended reading)

Week 2: What is “Rural” America? – August 29th and 31st, September 2nd

Week 3: Race and Ethnicity – September 5th and 7th

Week 4: Poverty and Class – September 12th and 14th

Week 5: Gender – September 19th and 21st

Week 6: Age and Family Life – September 26th and 28th

Week 7: Crime and Deviance – October 3rd and 5th

Week 8: Social Movements and Social Change – October 10th and 12th

Week 9: Theories of Society – October 17th and 19th

Week 10: Globalization and Social Change – October 24th and 26th

Week 11: Social Justice – November 7th and 9th

Week 12: Conclusion – November 14th and 16th

Week 13: Final Exam Review – November 21st and 23rd

Exam Date: December 8th
Readings for this Week:


Brown and Schafft, Ch. 1. P. 1-16
This article (as with all other additional readings) is provided on the course content page. Which of Licther 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 3: What is Rural? What is Urban? September 5th, 7th and 9th

Monday September 5th: NO CLASS

Readings for this Week:


Brown & Schafft: Ch.2 p.16 – 31
Pay attention to the year this was published. Which aspects of Wirth’s description of Urban and Rural are still accurate today and which have changed?

Week 4: Population and Demography: September 12th, 14th and 16th

Readings for this Week:


Brown and Schafft, Chapters 7 pp. 122-145

Week 5: The Sociological Research Process: September 19th, 21st and 23rd

Chapter 2

Exam 1 will take place on Friday September 23rd.

Week 6: The Socialization Process and Families
September 26th, 28th and 30th

Readings for this Week:
Chapter 4 and 5
Week 7: Rural Communities and Institutions October 3rd, 5th and 7th
Brown and Schafft: Chapter 3 and 4, pp. 35-81

Week 8: Documentary/ Small Group Assignment - October 10th and 12th

Documentary: Dryland.

Small Group Assignment Introduced Oct. 12th.

No Class Friday October 14th

Week 9: Economy and Poverty - October 17th, 19th and 21st
Brown and Schafft: Chapter 8 - pp. 149-166
Brown and Schafft, Chapter 10, pp. 190-215.

Week 10: Energy And Rural America - October 24th, 26th and 28th

Small Group Assignment Due Oct. 26th

Week 11: Natural Resources and Environment. – October 31st, November 2nd and 4th.
Water and Natural Resources, Readings TBA

Week 12. – New directions in agriculture – November 7th, 9th and 11th.
Brown and Schafft: Chapter 9th, pp. 167-189
Go Local Scotland: Local Food Movement and Implications for Rural US

NO CLASS – Friday November 11th

Week 13: - November 14th, 16th and 18th
Discussion of Election Results, Individual Written Assignment Introduced

Week 14th: Exam Number 2 - November 22nd, 24th, and November 25th

Exam Number 2 on Monday, November 22nd
No Class - November 24th and 25th

Week 15: – Tourism and the Back to the Land Movement

– November 28th, 30th, and December 2nd

“The New Farmers” Orion Magazine (Selection)


Other Readings TBA

Week 16th: December 5th and 7th

Individual Written Assignment Due December 7th.

Final Exam

Wednesday Dec 14 2:00pm-3:45pm