

**Rural Sociology 7550**  
**Rural Community Development in Theory and Practice**

**Spring 2018 ... 333C Kottman Hall ... Tuesdays 5:30-8:25**

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**Course description**

This is a graduate seminar that will focus on

- rural community development issues and processes of social change (primarily in the US)
- an overview of some classic sociological theories of & strategies for rural community development
- citizen actions to defend/promote community development and address local problems
- demographic, economic, political and environmental issues that differ across space and present both challenges and opportunities for place-based community development
- how diverse social, economic and political factors are tied to communities, identities and livelihoods

**Readings and organization** of the course have been designed with these goals in mind:

- to acquire analytical and theoretical tools for understanding community development, community resilience and citizen participation for both intentional and unanticipated changes
- to advance understanding of the complexity and diversity of rural life, rural economies and politics, rural social problems and proposed solutions, primarily in the U.S.

Some questions we will address include: What are “rurality” and “community”? What is civil society? What aspects of community capitals (social, natural, financial, etc.) are implicated in specific processes of change and community resilience? What are some of the challenges confronting different social groups in rural places today?

***This course will be based on a partnership between the instructor and students. Students will assume responsibility for contributing to and co-directing class discussions.***

**Grading and Requirements**

- actively participate in and occasionally lead class discussions of course materials - **44%**
- prepare 3 short analytical papers (Thought Pieces) based on course materials - **36%**
- submit a final paper on a research topic of your choice – **20%**

**Note 1:** “leading” a discussion involves coming in with key points to discuss and some questions to pose to class members for discussion

**Note 2:** We meet only once a week (only 14 times) during the semester; each class day represents 7.2% of the course. If you must miss class, notify me as soon as possible. We will figure out a way for you to make up for the missed discussion on that day’s subject matter (typically an essay discussing the day’s readings).

**Required Readings**

J. Allen & D. Dillman. *Against All Odds*. 1994. WE WILL DISCUSS THIS BOOK DURING WEEKS 2 & 3. *There are 10 copies on reserve at the FAES Library and 3 copies on reserve at the Thompson (Main) Library. Each can be checked out for 3 days and can be rechecked upon return.* You can check on the availability of books at the Thompson Library by going to this link <http://guides.osu.edu/c.php?g=773385>

Flora, Cornelia Butler and Jan L. Flora. *Rural Communities: Legacy and Change*. Westview. *There are 9 copies of the 3<sup>rd</sup> Edition (2008) and 1 copy of the 4<sup>th</sup> edition (2012) on reserve at the FAES Library and 3 copies of the 3<sup>rd</sup> edition are on reserve at the Thompson Library. All can be checked out for 3 days at a time and can be rechecked upon return.* You can check on the availability of books at the Thompson Library by going to this link <http://guides.osu.edu/c.php?g=773385>

We will read specific chapters in Flora and Flora to have a shared understanding of specific “community capitals”—i.e., social, human, political, financial, natural, etc. If you have a personal copy that is a later edition, that is okay. There is overlap. Just note that some chapter titles have changed a little and chapter numbers may have changed.

*Note: THERE ARE ENOUGH COPIES OF THE BOOKS ON RESERVE FOR ALL CLASS MEMBERS. 3 COPIES OF EACH ARE AT THE THOMPSON LIBRARY & 10 COPIES OF EACH ARE AT THE FAES LIBRARY.*

A few readings are book chapters. These will be posted to our Carmen Canvas page at the Module for the week that they are assigned. There are links on the syllabus for some items.

Most readings are journal articles that can be downloaded through the Library’s online journal service. If you have any difficulty with the site, check with the Library.

**Note:** for those unfamiliar with the three basic conceptual/theoretical approaches in sociology—*functionalism* (also known as *structural functionalism*), *conflict theory*, and *symbolic interactionism*—you can find information about each on the internet. Almost all of our course materials will reflect one or more of these approaches so you will find basic knowledge to be useful. Here are two sources:

<https://laulima.hawaii.edu/access/content/user/kfrench/sociology/the%20three%20main%20sociological%20perspectives.pdf>

<https://www.youtube.com/watch?v=paA61KfOcEc>

**Optional resource book:** on reserve at FAES Library (for those interested in rural town governance & planning strategies)

L. Reese & R. Rosenfeld. *The Civic Culture of Local Economic Development*. Sage, 2002.

[case studies of leadership and community development strategies in selected Ohio and Michigan communities, including Coschocton] 1 copy; can be checked out for 3 days

***“Want to read more?”*** The readings under this heading are there for students who want to read more on the day’s topic. There is NO requirement that you read any of them.

### **WRITTEN ASSIGNMENTS:**

There are 2 types of written assignments:

1. There are 3 **Analytical/Position/Thought Piece Papers** assigned. These will provide you with an opportunity to analyze course materials and prepare for class discussion.

Analytical/position/thought-piece paper 1

Due in class Week 5, Feb 6

Write an analytical essay on any topic of your choice from Weeks 3 to 5.

Analytical/position/thought-piece paper 2

Due in class Week 9, Mar 6

On any topic of your choice from Weeks 6 to 9.

Analytical/position/thought-piece paper 3

Due in class Week 13, Apr 3

On any topic of your choice from Weeks 11 to 13.

These paper assignments provide an opportunity for you to explore ideas/theories/cases/concepts etc. in more in depth than what took place during class discussion. For example, you may choose to analyze ideas/approaches/positions taken by different authors in order to think more deeply or more broadly on an issue. These are just a few ideas for what you can do. Analytical/Thought Pieces must be based primarily on the content of course materials. (You may refer to class discussions if relevant) Suggested length: about 1200-1400 words each, not counting references. Note: since you will be using course materials, you do not have to write out complete references.

Just provide author name(s) and week assigned. Although you need not include any non-course materials in your Thought Piece, if you do please provide full references for any non-course materials used.

2. The **final Paper** is a longer paper based on research on a topic of your choice that is relevant to the subject matter of this course. [If in doubt, check with me.] Be sure to indicate which materials/authors influence your thinking and clearly identify your own ideas. (You can use “I”) Give page numbers for quotes and ideas drawn directly from sources. Give the paper a descriptive title and state your objectives/arguments at the beginning (they will serve as a “road map”)! For your “research paper” you should not rely *exclusively or mainly* on course readings. The paper should be based *primarily* (at least 75%) on materials not assigned for the course. Suggested length: about 3000 words, not counting references. This paper is DUE ON APRIL 20. E-mail it to me by that date (or by April 17 if you are graduating this semester).

Note: Visually, I prefer papers with 11 pt. font (i.e., Times New Roman), single-spaced with 1 inch margins all around. (Easier to read) You may use whatever discipline-approved style you wish for references and citations. Just be consistent throughout and make sure that you include all references that are sources of your ideas.

Grading of papers is based on clarity, logic, strength of arguments and analysis, and relevance of the content to the course subject matter. Since disciplines of study vary among students, so may style of writing, interests, and style of analysis. I will take this into account in the interest of fairness. (We also can negotiate research paper topic based on disciplinary preferences.) It helps if your paper is interesting and thought-provoking and “flows” from beginning to end! Give your paper a descriptive title that fits its focus. Use consistent reference formatting style for source materials. Be sure to include page numbers whenever you are discussing an idea from your sources. Correct grammar and spelling are important. You may use Word spelling, punctuation, and grammar functions if you like.

### **WEEKS 14 & 15:**

The last 2 weeks of class do not have topics assigned. For **Week 14**, we will discuss and vote in class to select 1 or 2 topics for Week 14. Class members will suggest reading assignments (and possibly video clips) and I can help with that as well. For **Week 15** we will tie up “loose ends” and discuss the research that each of you will be working on (or will have completed) for your final papers.

### **Policies:**

All deadlines should be met and, in principle, no late papers will be accepted unless you and I have agreed on this beforehand. But life happens. So if an emergency comes up, please notify me immediately. I will work with you to resolve any conflicts.

I am required to notify you that any plagiarism on written assignments will result in referral to the proper university authorities--no exceptions. The university’s policy is to give an F in the course if plagiarism is proven on even just one assignment. So cite your sources carefully.

Any student who has special needs should let me know and may wish to seek the assistance of Disability Services at 150 Pomerene Hall.

**Possible Snow Day:** If any class is cancelled because of weather or another university-mandated emergency, we will discuss together whether to skip that topic or to find a way to make up for it (i.e., doubling up topics on a single day ...)

### **Munchies**

Our class runs from 5:30-8:25. I will bring hot water and fixings for coffee, tea and cocoa before class begins so we all can “warm up” before starting our discussions. I also will bring “munchies” the first day of class. Students will sign up to take turns bringing munchies for other class meetings. Sharing a hot beverage

and snack helps build our own “bonding capital” (see Flora and Flora book for definition). We also will take a short break (10-12 min.) at the halfway point so that we can re-energize.

Class members will be asked to volunteer to take turns bringing snacks (“munchies”) each week to share with the group. (Individual students also are free to bring their own food and can opt out of sharing snacks.) Munchies should be simple and inexpensive—for example, cheese and crackers; carrots and celery with dip; cut pieces of fruit and crackers; cookies, etc. Nothing expensive!

**Note:** *I don’t mind setting up the beverage service at the start of class, but I do expect you to take turns with clean up at the end!!*

## COURSE SCHEDULE

@ indicates the reading is posted to the course Carmen Canvas site

### **Week 1, Jan 9: Intro to the course & foundational concepts and questions.**

**What is the significance of “rurality” as a concept? Of “rural” as an *identity, place, economy, lifestyle* or “*reality*”? What are some challenges to rural community development?**

**Munchies volunteer:** Rakowski will bring Munchies today

### **Shared readings for discussion:**

Flora & Flora Chapter 1 (either 3<sup>rd</sup> or 4<sup>th</sup> edition)

@ Fitchen, Janet. “What then is rural? Challenges to rural and community identity.” Pp. 245-65 in her *Endangered Spaces, Enduring Places*, Westview, 1991. (a classic)

Cavaye, Jim. “Rural community development: New challenges and enduring dilemmas.” *Journal of Regional Analysis & Policy* 31, 2, 2001: 109-124. (focuses on Australia but relevant to US)

Bell, Michael. “The two-ness of rural life and the ends of rural scholarship.” *Journal of Rural Studies* 23, 2007:402-415. (read to get a sense of his “rural plural vision” concept and competing ways of understanding “the rural”)

### **Want to read more?**

@ Logan, John. “Rural America as a symbol of American values.” *Rural Development Perspectives* 12, 1, 1996: 24-28. (brief consideration of anti-urban bias in the US that underpins cultural beliefs about rural places and values)

### **Week 2, Jan 16: Allen & Dillman’s *Against All Odds: Rural Community in the Information Age***

You may find it helpful to prepare and bring notes for class discussions of the book

“Bremer,” the town in the book, is really St. John, Washington. Current estimated pop. 545 ... if you want, check out their webpage <http://www.stjohnwa.com/> to see how different/similar it is today to the situation described in the book!

**Munchies volunteer?** \_\_\_\_\_

### **Shared reading:** The book

We will focus on discussing Chapters 1, 2, 4, 5, 6, 7 but can also bring in info from other chapters. We begin with a focus on “communityness,” agriculture, gender roles, social organization, and the history of the town.

It will be helpful to read the Floras’ Chapters on “Social capital and community” and “Cultural capital and legacy” before reading Allen & Dillman. The Floras provide useful tools for our discussion.

**Week 3, Jan 23: Finish discussion of Allen & Dillman book**

**Munchies volunteer?**\_\_\_\_\_

**Shared reading:** The book

We will discuss the remaining chapters but can also continue our discussion from last week. We will assess the strengths and weaknesses of Allen & Dillman's analysis and frameworks. And we will draw our own conclusions regarding social and economic reality in Bremer.

**Note: select your SET assignment for next week's discussion**

**Week 4, Jan 30: "Community" and "Community development": diverse conceptualizations**

**Munchies volunteer?**\_\_\_\_\_

**Shared readings:** (closely read the set your sign up for but also scan the readings for the other set) *We will break down into 2 groups for discussion.*

**Set 1: Community** (29 pp)

Wilkinson, Kenneth. "In search of community in the changing countryside." *Rural Sociology* 51, 1, 1986:1-17.

[scan it to get a sense of the classic RS approach to studying community]

Liepins, Ruth. "New energies for an old idea: Reworking approaches to 'community' in contemporary rural studies." *Journal of Rural Studies* 16, 2000:23-35.

**Set 2: Community development** (78 pp)

Summers, Gene. "Rural community development." *Annual Review of Sociology* 12, 1986:347-71. [another classic -- scan to get a sense of the concepts and approaches]

Shaw, Mae. "Community development and the politics of community." *Community Development Journal* 32, 1, 2008:24-36.

**Want to read more?**

It may be helpful to review the Floras' Chapters on "Political capital," "Governance" and "Generating community change"

**Note: select your SET assignment for next week's discussion**

**Week 5, Feb 6: Uneasy transitions: case studies of economic development strategies 1**

**Analytical/thought-piece paper 1 DUE TODAY**

**Munchies volunteer?**\_\_\_\_\_

Note: It may be helpful to scan the Floras' chapters on "Financial Capital" & "Political capital"

**Read & discuss the set you signed up for.** During class, we will break into groups each of which will discuss their respective Sets. Then each group will explain their topic/readings and major points on the pros and cons of development approaches to other class members and take questions. Time permitting we will discuss the diverse strategies as a group.

### *SET 1 The “growth machine” approach to development*

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- Molotch, Harvey. “The political economy of growth machines.” *Journal of Urban Affairs* 15, 1, 1993:29-53. (another classic in the field)
- Brown, Ralph, et al. “Growth machine attitudes and community development in two racially diverse Mississippi Delta communities: A monolithic approach in a complex region.” *Journal of the Community Development Society* 31, 2, 2000:173-195.
- Pfeffer, Max and Mark Lapping. “Farmland preservation, development rights, and the theory of the growth machine: The views of planners.” *Journal of Rural Studies* 10, 3, 1994:233-48.

### *SET 2 The “environment” as a factor in economic development*

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- Crowe, Jessica. “Community economic development strategies in rural Washington: Toward a synthesis of natural and social capital.” *Rural Sociology* 71, 14, 2006:573-596.
- Lorah, Paul and Rob Southwick. “Environmental protection, population change, and economic development in the rural western United States.” *Population and Environment* 24, 3, 2003:255-72.
- Abrams, Jesse and Hannah Gosnell. “The politics of marginality in Wallowa County, Oregon: contesting the production of landscapes of consumption.” *Journal of Rural Studies* 28, 2012:30-37.\*

### *SET 3 “Contentious” approaches to economic development: Prisons, gambling, industrial recruitment*

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- Yanarella, Ernest and Susan Blankenship. “Big house on the rural landscape: Prison recruitment as a policy tool of local economic development.” *Journal of Appalachian Studies* 12, 2, 2006:110-39.
- @Beckley, Gemma and C. Harrell Weathersby. “Economic and social policy development in rural settings: An ecological perspective.” Pp. 35-52 in *Social Work in Rural Communities* 4<sup>th</sup> edition, ed. Leon Ginsberg. CSWE Press, 2005.
- Sharp, Jeff, et al. “Social infrastructure and community economic development strategies: The case of self development and industrial recruitment in rural Iowa.” *Journal of Rural Studies* 18, 2002:405-417.

#### **Want more?**

- Abrams, Jesse and John Bliss. “Amenity landownership, land use change, and the re-creation of ‘working landscapes’.” *Society and Natural Resources* 26, 2013: 845-59. (another perspective)

<b>Week 6, Feb 13: Uneasy transitions: case studies of economic development strategies 2</b> <b>Munchies volunteer?</b> _____
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It may be helpful to review the Floras’ chapters on “Built Capital” and “Natural Capital”

#### **Shared readings:**

- Mitchell, Clare. “Entrepreneurialism, commodification and creative destruction: A model of post-modern community development.” *Journal of Rural Studies* 14, 3, 1998:273-86.
- Winkler, Richelle, et al. “Social landscapes of the inter-mountain west: Comparison of Old West and New West communities.” *Rural Sociology* 72, 3, 2007:478-501.
- Kelly, Erin Clover and John Bliss. “From industrial ownership to multifunctional landscapes: Tenure change and rural restructuring in Central Oregon.” *Society and Natural Resources* 25, 2012: 1085-1101
- Quark, Amy A. “From global cities to Lands’ End: The relocation of corporate headquarters and the new company towns of rural America.” *Qualitative Sociology* 30, 2007: 21-40.

#### **Want more?**

- Mitchell, Clare & Sarah Waal. “Revisiting the model of creative destruction: St. Jacobs, Ontario, a decade later.” *Journal of Rural Studies* 25, 1, 2009: 156-67. (follow up to the first article above)



**Week 7, Feb 20: Uneasy transitions: case studies of changing landscapes/land use & resistance**  
**Munchies volunteer?**\_\_\_\_\_

**Shared readings:**

- Masuda, Jeffrey & Theresa Garvin. "Whose heartland? The politics of place in a rural-urban interface." *Journal of Rural Studies* 24, 2, 2008:112-23. [Alberta, Canada]
- Bowness, Evan and Mark Hudson. "Sand in the cogs? Power and public participation in the Alberta tar sands." *Environmental Politics* 23, 2, 2014: 59-76. [also Alberta, Canada]
- Larsen, Soren. "Place making, grassroots organizing, and rural protest: A case study of Anahim Lake, British Columbia." *Journal of Rural Studies* 24, 2, 2008: 172-81. [using sense of place to rally insiders against outside forces and pressures; includes indigenous/native group politics]
- Walker, Peter and Louise Fortmann. "Whose landscape? A political ecology of the 'exurban' Sierra." *Cultural Geographies* 10, 2003:469-491. <https://nature.berkeley.edu/fortmann/WhoseLandscape.pdf>

**Want more?**

- Hamin, Elisabeth & Daniel Marcucci. "Ad hoc rural regionalism." *Journal of Rural Studies* 24, 2008:467-477.
- Hall, Peter & Pamela Stern. "Reluctant rural regionalists." *Journal of Rural Studies* 25, 2009:67-76. (regionalism as a solution to fragmentation)
- Taxe, Caroline. "Heartland community: Economic restructuring and the management of small town identity in the central U.S." *Identities* 5, 3, 1998:335-377. [how two small towns compete with each other to attract businesses]

**Note: select your SET assignment for next week's discussion**

**Week 8, Feb 27: Race, class, ethnicity & immigration in rural America**  
**Munchies volunteer?**\_\_\_\_\_

**Read the set you signed up for** During class, we will break into groups each of which will discuss their respective Sets. Then each group will explain their topic/readings and major points on the pros and cons of development approaches to other class members and take questions.

**SET 1 RACE & RACISM in rural development**

- Zekeri, Andrew. "Community-ness of a major economic development effort in a biracial community of Alabama." *Journal of Rural Studies* 15, 2, 1999:159-69.
- Gallardo, Jennifer Hale & Taylor Stein. "Participation, power and racial representation: Negotiating nature-based and heritage tourism development in the rural South." *Society and Natural Resources* 20, 2007:597-611.
- Crowe, Jessica and Ryan Ceresola. "Racial history, legacy, and economic development." *Patterns of Prejudice* 48, 4, 2014: 350-69.

**SET 2 IMMIGRANTS & GUEST WORKERS in rural development (focus on Hispanics)**

- Carr, Patrick, Daniel Lichter, and Maria Kefalas. "Can immigration save small-town America? Hispanic boomtowns and the uneasy path to renewal." *ANNALS of the American Academy of Political and Social Science (AAPSS)* 641, May 2012: 38-57.
- McDaniel, Josh, and Vanessa Casanova. "Pines in Lines: Tree planting, H2B guest workers, and rural poverty in Alabama." *Southern Rural Sociology* 19, 1, 2003: 73-96.

Broadway, Michael. "Meatpacking and the transformation of rural communities: A comparison of Brooks, Alberta and Garden City, Kansas." *Rural Sociology* 72, 4, 2007: 560-82.

### **SET 3 AFRICAN REFUGEES/IMMIGRANTS (focus on Somalis)**

- Shandy, Dianna and Katherine Fennelly. "A comparison of the integration experiences of two African immigrant populations in a rural community." *Journal of Religion and Spirituality in Social Work* 25, 1, 2006:23-44. [differing experiences of Muslim Somalis and Christian Sudanese]
- Rabrenovic, Gordana. "When hate comes to town: Community response to violence against immigrants." *American Behavioral Scientist* 51, 2, 2007: 349-60.
- Cohen, Patricia. "Immigrants keep an Iowa meatpacking town alive and growing." *The New York Times*, May 29, 2017. [https://www.nytimes.com/2017/05/29/business/economy/storm-lake-iowa-immigrant-workers.html?\\_r=0](https://www.nytimes.com/2017/05/29/business/economy/storm-lake-iowa-immigrant-workers.html?_r=0)

#### **Want more?**

- Leitner, Helga. "Local lives, transitional ties, and the meaning of citizenship: Somali histories and herstories from small town America." *Bildhaan: An International Journal of Somali Studies* 4, 2004: 44-64. <http://digitalcommons.macalester.edu/bildhaan/vol4/iss1/>
- Harlan, Chico. "For Somalis, hope falls to the cutting floor: Refugees entrapped by popular meat industry." *The Washington Post*, May 24, 2016. [http://www.washingtonpost.com/sf/national/2016/05/24/for-many-somali-refugees-this-industry-offers-hope-then-takes-it-away/?utm\\_term=.8ba20b938312](http://www.washingtonpost.com/sf/national/2016/05/24/for-many-somali-refugees-this-industry-offers-hope-then-takes-it-away/?utm_term=.8ba20b938312)
- Foulkes, Matt and K. Bruce Newbold. "Poverty catchments: Migration, residential mobility, and population turnover in impoverished rural Illinois communities." *Rural Sociology* 73, 3, 2008: 440-62. [provides insight into the intersection of class & place--why poor migrants tend to concentrate in already poor regions]
- Gimpel, James and J. Celeste Lay. "Political socialization and reactions to immigration-related diversity in Rural America." *Rural Sociology* 73, 2, 2008:180-204.

**Week 9, Mar 6: Big box stores in rural places: what's all the fuss about?**

**Analytical/position/thought-piece paper 2 DUE TODAY**

**Munchies volunteer?** \_\_\_\_\_

**Film:** *Store Wars: When Walmart Comes to Town* (we will view it in class; 1 hour)

#### **Shared readings:**

- Gereffi, Gary and Michelle Christian. "The impacts of Wal-Mart: The rise and consequences of the world's dominant retailer." *Annual Review of Sociology* 35, 2009:573-91.
- Jacques, Peter, Rebecca Thomas, Daniel Foster, Jennifer McCann, and Matthew Tunno. "Wal-Mart or World-Mart? A Teaching case study." *Review of Radical Political Economics* 35, 4, 2003: 513-533.
- Halebsky, Stephen. "Explaining the outcomes of anti-superstore movements: A comparative analysis of six communities." *Mobilization: An International Journal* 11, 4, 2006:443-460.

#### **Want More?**

- It may be helpful to scan the Floras' chapter on "Consumption in Rural America"
- Mattera, Philip. "Shifting the burden for vital public services: Walmart's tax avoidance schemes." Paper published by Good Jobs First, February 2011. [https://www.goodjobsfirst.org/sites/default/files/docs/pdf/walmart\\_shiftingtheburden.pdf](https://www.goodjobsfirst.org/sites/default/files/docs/pdf/walmart_shiftingtheburden.pdf)
- Goetz, Stephan and Hema Swaminathan. "Wal-Mart and countywide poverty." AERS Staff Paper No. 371, 2004. [http://walmartwatch.com/wp-content/blogs.dir/2/files/pdf/upenn\\_wmt\\_and\\_county\\_poverty.pdf](http://walmartwatch.com/wp-content/blogs.dir/2/files/pdf/upenn_wmt_and_county_poverty.pdf)



**Week 10, Mar 13: No class / Spring Break**

**Week 11, Mar 20: Collaboration and conflict resolution: some examples**

**Discuss and select topic for Week 14**

**Munchies volunteer?** \_\_\_\_\_

**Shared readings:**

- Arnold, Jennifer & Maria Fernandez-Gimenez. "Building social capital through participatory research: An analysis of collaboration on Tohono O'odham tribal rangelands in Arizona." *Society and Natural Resources* 20, 2007:481-95. [successful collaboration]
- Gray, Barbara. "Strong opposition: Frame-based resistance to collaboration." *Journal of Community & Applied Social Psychology* 14, 2004:166-76. [unsuccessful mediation]
- Berryhill, Joseph & Jean Linney. "Empowering citizens in an impoverished multiethnic community." *Journal of the Community Development Society* 31, 2, 2000:233-53. [Example of a misguided intervention]
- Margerum, Richard. "Overcoming locally based collaboration constraints." *Society and Natural Resources* 20, 2007:135-152. [focus on the 5 constraints discussed]

**Want more?**

- Grunwell, Sandra and Inhyuck "Steve" Ha. "How to revitalize a small rural town? An empirical study of factors of success. University-community collaboration with a small historic rural tourism town." *Journal of Rural and Community Development* 9, 2, 2014: 32-50.

**Week 12, Mar 27: Farming and farmers in crisis: the struggle for survival and profit**

**Munchies volunteer?** \_\_\_\_\_

**Shared readings:**

- Clark, Jill K., Jeff S. Sharp, and Kristine L. Dugan. "The agrifood system policy agenda and research domain." *Journal of Rural Studies* 42, 2015:112-122.
- Barbieri, Carla and Corinne Valdivia. "Recreation and agroforestry: Examining new dimensions of multifunctionality of family farms." *Journal of Rural Studies* 26, 2010:465-73. [Missouri]
- Pilgeram, Ryanne. "'The only thing that isn't sustainable...is the farmer': Social sustainability and the politics of class among Pacific Northwest farmers engaged in sustainable farming." *Rural Sociology* 76, 3, 2011: 375-93.
- LaLone, Mary B. "Running the family farm: Accommodation and Adaptation in an Appalachian Region." *Journal of Appalachian Studies* 14, 1&2, 2008: 62-98.

**Want more?**

- Koontz, Tomas M. "The farmer, the planner, and the local citizen in the dell: How collaborative groups plan for farmland preservation." *Landscape and Urban Planning* 66, 2003: 19-34.
- Ooi, Natalie, Jennifer Laing, and Judith Mair. "Sociocultural change facing ranchers in the Rocky Mountain West as a result of mountain resort tourism and amenity migration." *Journal of Rural Studies* 41, 2015: 59-71.
- Selfa, Theresa, Albert Iaroi, and Morey Burnham. "Promoting ethanol in rural Kansas: Local framings and cultural politics." *Journal of Rural Studies* 39, 2015: 63-73.
- Ashwood, Loka, Danielle Diamond and Kendall Thu. "Where's the farmer? Limiting liability in Midwestern industrial hog production." *Rural Sociology* 79, 1, 2014: 2-27.

White, Stacey Swearingen. "Farmers and rural Kansas communities: Planning for the future." *Journal of Rural and Community Development* 9, 3, 2014:227-42.

**Note: select your SET assignment for next week's discussion**

**Week 13, Apr 3: Mining and energy production community impacts: Examples**

**Analytical/position/thought-piece paper 3 DUE TODAY**

**Munchies volunteer?\_\_\_\_\_**

**Everyone reads:**

Wilson, Lisa. "Riding the resource roller coaster: Understanding socioeconomic differences between mining communities." *Rural Sociology* 69, 2, 2004:261-81. [looks at community impacts of mining projects whose boom-bust cycles are similar for new extractive energy projects]

**Read the set you signed up for**

***SET 1* Coal**

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Bell, Shannon E., and Richard York. "Community economic identity: The coal industry and ideology construction in West Virginia." *Rural Sociology* 75, 1, 2010: 111-43.

Bell, Shannon E., and Yvonne Braun. "Coal, identity, and the gendering of environmental activism in Central Appalachia." *Gender & Society* 24, 6, 2010: 794-813.

Greenberg, Pierce. "Disproportionality and resource-based environmental inequality: An analysis of neighborhood proximity to coal impoundments in Appalachia." *Rural Sociology* 82, 1, 2017: 149-78.

***SET 2* Gas and Oil**

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Jacquet, Jeffrey. "Review of risks to communities from shale energy development." *Environmental Science & Technology* 48, 2014:8321-8333.

Fernando, Felix, and Dennis Cooley. "Socioeconomic system of the oil boom and rural community development in Western North Dakota." *Rural Sociology* 81, 3, 2016:407-444.

Malin, Stephanie. "There's no real choice but to sign: Neoliberalization and normalization of hydraulic fracturing on Pennsylvania farmland." *Journal of Environmental Studies and Sciences* 4, 1, 2014:17-27.

***SET 3* Wind energy**

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Jacquet, Jeffrey, and Richard Stedman. "Perceived impacts from wind farm and natural gas development in Northern Pennsylvania." *Rural Sociology* 78, 4, 2013:450-472.

Munday, Max, Gill Bristow, and Richard Cowell. "Wind farms in rural areas: How far do community benefits from wind farms represent a local economic development opportunity?" *Journal of Rural Studies* 27, 2011: 1-12.

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**Want more?**

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**Week 14, Apr 10: class topic choice TBA** (Note: *There are two options: entire class discusses 1 topic in the class period or 2 groups discuss 2 topics in the class period. There are advantages and disadvantages to both that we can discuss before making a decision*)

**Munchies** \_\_\_\_\_

TBA (see below)

**Week 15, Apr 17: Discussion of student papers and Tie up loose ends**

**Munchies** \_\_\_\_\_

**Some topics you might consider for topic choice(s), Week 14:**

- Native American communities/reservations, issues of autonomy, exploitation/marginalization, migration & livelihoods, discrimination, how Native Americans lost their lands, contemporary issues faced by Native Americans (i.e., resistance to scaling back their lands, resistance to oil pipelines through their territory, etc.)
- Environmental movements, sustainable agriculture movements
- Factory farms, conflicts between corporations and farmers, between local residents and factory farm (includes livestock and poultry operations)
- Climate change and natural disasters—preparation for, adaptation, mitigation, likely impact of current political position on climate change
- Water and watersheds—management issues, conflicts, privatization vs. public good
- Gender issues in rural settings and in research (women’s activism, women’s roles, etc.)
- Masculine bias in rural-focused social science research and policy-making, a gendered re-reading and critique of prior research and policymaking)
- LGBTQ issues and experiences in rural areas and small towns
- Feel free to suggest others for consideration