

**RURAL SOCIOLOGY 5500  
DIFFUSION OF INNOVATIONS  
Fall Semester 2022**

**COURSE OVERVIEW**

**CLASS TIME:** In-person on Monday and Wednesdays, 12:45 – 2:05PM, Journalism Building 270

**INSTRUCTOR** Jason Parker, PhD.  
TBA  
Phone Number  
e-mail: [parker.294@osu.edu](mailto:parker.294@osu.edu)

**Office Hours:** In-Person **Wednesday 3 to 4** or by appointment, or Zoom by appointment

**Teaching Associate:** Djeynaba Ba  
Kottman Hall Room 247  
e-mail: [ba.17@osu.edu](mailto:ba.17@osu.edu)

**Office Hours:** Virtual or in-person - by appointment (will find a time that works for both).

**COURSE DESCRIPTION:** (from Master Schedule) Examine the sociological processes involved in disseminating new ideas and technologies in U.S. and developing nations. Assess the consequences of new technologies for communities, households, and individuals particularly in rural contexts.

**CREDIT HOURS: 3**

**COURSE LEARNING OUTCOMES:**

Why do some social groups adopt innovations such as new technologies, ideas, and behaviors more rapidly than others? What are the impacts of innovations for different social groups in the U.S. as well as globally? How can innovations better tailored to promote people's well-being and development across communities and nations? This course addresses these questions by studying innovation-diffusion as form of social change.

*The primary objectives of the course and learning goals are:*

1. **Objective: To examine innovation diffusion as a specific type of social change.**  
Learning goal: To identify the social, economic, and cultural processes involved in the dissemination of new ideas and technology. Focus is particularly on rural populations and communities, agriculture, and the environment, in the U.S. as well as in global development settings. We also address innovation-diffusion broadly across society.

2. Objective: **To understand the major conceptual approaches that analyze innovation diffusion.** Much of the innovation diffusion literature centers on top-down models of social change, whereby an organization (e.g., government entity or corporation) introduces an innovation to a recipient audience; there are also bottom-up models.  
Learning goals: a) Be able to explain and apply the two, classic major top-down models: the traditional, adoption-diffusion model that focuses on the adopter-side; and the alternative approach which emphasizes the provider-side or propagator of the innovation.  
b) Be able to explain and apply less "top-down" approaches such as those that address how mass populations (people/communities at large) and nonscientists actively contribute to development and diffusion of new technologies/other innovations.
3. Objective: **To understand the relationship between innovation-diffusion as a change process and how it compares to other social change or "development" processes.**  
Learning goal: Be able to identify the major sociological theories and concepts that address social change and apply them to concrete examples of change across communities and societies. Sociologists define "social change" as transformations in social structure (society) or patterns of relationships involving statuses, roles, groups, and institutions.
4. Objective: **To begin, continue, and develop your own substantive/professional interests on the topics of innovation diffusion; social change/development; sustainable innovations; and social, economic, and environmental impacts of diffusion.**  
Learning goal: Be able to apply the theories and concepts in this class to professional settings and careers/fields of study that span the previous topics. For example, be able to write a report for a governmental/non-governmental organization or business entity that explains whether and why adoption of a specific innovation is likely to occur.  
Learning goal: Developing your own research through a project on innovation-diffusion. For undergraduates, this involves selecting an innovation that you will study throughout the course and produce a project term paper; for graduate students, your project term paper can be adapted to your thesis/dissertation research in your field.
5. Objective: **To critically examine the impacts of diffusion of innovations/technology transfer and traditional, "top-down" strategies of introducing change.** Included are issues such as social class and gender differentials in the dissemination of ideas and technology, non-adoption as a form of behavior, social/economic constraints on adoption behavior, and the consequences of new technology at the individual, community, and societal levels. We also examine strategies by which social groups including the poor, indigenous people, and women may be empowered to enact their own changes. We compare "bottom-up" strategies of innovation-diffusion relative to traditional "top-down" strategies.  
Learning goal: a) Be able to evaluate the social costs and benefits of innovation diffusion for different social groups.  
b) Be able to evaluate the limitations of top-down as well as bottom-up strategies of innovation diffusion.

## CLASS FORMAT, AND ASSIGNMENTS

RS5500 is a combination of lecture and class discussion. At the beginning, to orient you toward the material, much of the class is lecture. The focus each week will be on the assigned readings, outlined below. We will also have guest lectures.

## CREDIT HOURS AND WORK EXPECTATIONS: This is a **3-credit-hour course**.

According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

## ATTENDANCE AND PARTICIPATION REQUIREMENTS:

The following is a summary of everyone's expected participation:

- **Participating in activities for attendance: at least once per week**  
You are expected to attend during the course of the class. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:** Office hours are optional. Attendance could be virtual live; class meetings is highly encouraged.
- **Participating in class discussion/reaction assignments:**  
As part of your participation, each week you can expect to participate in discussion on the week's topics or by turning in an assignment due that week.

## COURSE MATERIALS AND TECHNOLOGIES

### REQUIRED BOOKS AND OTHER READINGS

*Course Texts:* the two required books are available at the OSU bookstore, Barnes & Noble.

- 1) Kevin Leicht and Charles L. Harper. *Exploring Social Change*, 7<sup>th</sup> edition, 2018, Taylor and Francis.
- 2) Ritzer, George, *The McDonaldization of Society* 10<sup>th</sup> edition, 2021 Sage Publications.

- 3) All other readings are available for you to download electronically from Carmen <https://carmen.osu.edu>. If for some reason you do not find a journal article uploaded for you on Carmen, you can download it via the OSU library's on-line journal system.

Note: Kevin Leicht and Charles L. Harper. *Exploring Social Change*, 7<sup>th</sup> edition, 2018, Taylor and Francis can be accessed on-line through the OSU library—but only one copy is available for use at a time. Please close your browser immediately after using the electronic version so that other students can access this book. Here is the link to the book

<https://library.ohio-state.edu/record=b8582008~S7> If you have any problem accessing the link or book contact the FAES library at (614) 292-6125.

## COURSE TECHNOLOGY

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen Help:** <https://resourcecenter.odee.osu.edu/carmencanvas>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Required equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

Required software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## GRADING AND FACULTY RESPONSE

### HOW YOUR GRADE IS CALCULATED

The grade you earn for the course is based on your following contributions (1000 points total):

Abstract (for project paper)	50
First exam	250
Second exam	200
Project paper	300
Weekly performance	200
(Includes 10 reaction/class input assignments, quizzes @ 20 points each)	
<i>Total points</i> -----	1000

**Grading scale: A 930 and above; A- 900-929; B+ 870-899; B 830-869; B- 800-829; C+770-799; C 730-769; C- 700-729; D+ 670-699; D 600-669; E below 600.**

### Differential Expectations for Undergraduate & Graduate Students

*Students may take the course for undergraduate credit or graduate credit, with different expectations.* Exam questions and the term paper assignment are tailored differently to graduate and undergraduate students. Graduate students must also complete additional readings which are noted in the syllabus.

### **Written Assignments:**

Research project paper and abstract: A large part of this course involves a research project where **you select an innovation, conduct research on the innovation, and complete a research project paper which involves answering a series a key question about your innovation.** This is explained in more detail in the file “Research Project Paper.” ***An abstract for your research paper is due October 5 with the completed research paper due November 9.*** For the research project paper, undergraduate students will be asked to choose an innovation and conduct research to answer a set of questions about it. Graduate students are also asked to choose an innovation, or an issue related to the course content (preferably an innovation/topic related to their thesis or dissertation) and to write a research paper on this topic. Prior to beginning the research project, the student will produce a one-page abstract (instructions are denoted in the file “Research Project Paper”)—on **October 5**. Based upon this, I will provide comments to help you to decide if the innovation is appropriate for use as a project for the final paper.

### Two exams:

*For students taking the class for undergraduate credit:* (1) a midterm exam given October 19; This exam will be mainly multiple choice; (2) the second is a take-home exam due to me on Monday December 5. The second exam will be given to you on November 30. This is an essay exam that will consist of several essay questions from which you will choose two questions.

*For graduate students,* both of the above exams will be take-home. Both are essay exams that will consist of three to four questions, from which you will choose two questions. (1) Your first exam is due October 19, and you will receive it on October 12. (2) The second is due to me on Monday December 5. The second exam will be given to you November 30.

### Class Reaction/Discussion Assignments and Quizzes

Ten short-answer reaction pieces and/or quizzes will be given. Reaction pieces entail your response to the readings, lectures, and discussion points made in class. These assignments will be given the day of each class with approximately one-week for return.

### Late assignments

Late assignments are not accepted unless accomplished by a doctor’s note. I will also consider (not necessarily accept) other serious reasons with notification in advance. Not giving yourself enough time to complete an assignment does not qualify as a “serious” reason.

### Upload all assignments to Carmen

### Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- Email: I will reply to emails and messages within 24 hours on school days.
- Weekly discussion/reaction assignments will generally be graded within one week; the course project paper and the exams will be graded as soon as possible.

## OTHER COURSE POLICIES

### DISCUSSION AND COMMUNICATION GUIDELINES

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

### ACADEMIC INTEGRITY POLICY

#### Policies for this course

- **Exams and Quizzes:** You must complete the midterm and final exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including your course project paper should be your own original work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration:** While study groups are encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

### **Ohio State's academic integrity policy**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

### **Copyright disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Disability Accommodations**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health,

chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### **Counseling and Consultation Services/Mental Health**

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](http://ccs.osu.edu) or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

David Wirt, [wirt.9@osu.edu](mailto:wirt.9@osu.edu), is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

### **COVID-19 and Mask Policy**

**You should be aware that we will follow the OSU COVID-19 Safety Guidelines:**

<https://safeandhealthy.osu.edu/personal-protection-hygiene> Currently masks are optional in most settings on OSU campuses. **If you test positive or are exposed to COVID-19:** Individuals must follow [U.S. Centers for Disease Control guidelines \(link is external\)](#) — including those related to wearing a mask.

### **Creating an environment free from harassment, discrimination, and sexual misconduct**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also

have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

### **Diversity at Ohio State**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

*The Office of Diversity and Inclusion provides holistic support for qualifying parenting students enrolled at Ohio State. To learn more, contact the ACCESS Collaborative Program at 614-292-8936/ [lewis.40@osu](mailto:lewis.40@osu) or visit <https://odi.osu.edu/access-collaborative>*

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **REQUESTING ACCOMMODATIONS**

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **ACCESSIBILITY OF COURSE TECHNOLOGY**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

## **COURSE SCHEDULE AND READINGS**

RS5500 is a combination of lecture and class discussion. At the beginning, to orient you toward the material, much of the class is lecture. The focus each week will be on the topics covered in the assigned readings, outlined below. We will also have guest lectures. For most weeks, you will also have a reaction piece assignment pertaining to the course readings or lectures.

### **PART I: THE STUDY OF SOCIAL CHANGE**

#### **WEEK 1 (August 24)**

##### **Introduction to the Course: Welcome to RS5500!**

Grading, administrative procedures, assignments, and selecting a topic for your course project and paper.

#### **WEEK 2 (August 29 & 31)**

##### **Social Change, U.S. Society, and the Adoption-Diffusion Model as a Type of Change**

Readings from, Harper/Leicht: Chapter 1, By Way of Introduction; Chapter 2, The Causes and Patterns of Change; Chapter 4, American Social Trends.

*For Graduate Students:* Meghani, Zahra. "Values, Technologies, and Epistemology." *Agriculture and Human Values*. 2008 (Volume 25): 25-34. Available on Canvas or through the OSU library on-line journal system

#### **WEEK 3 (September 5 and 7)**

##### **Sociological Concepts and Theories: Illustrating Social Change**

- 1) Readings from Harper/Leicht, Chapter 3, Social Theory and Social Change.
- 2) Trauger, Sachs, Barbercheck, Kiernan, Braiser, and Schwartzberg, "The Object of Extension: Agricultural Education and Authentic Farmers in Pennsylvania." *Sociologia Ruralis* 50, April 2010, pp. 85-103 Available on Canvas or through the OSU library on-line journal system.

### **SEPTEMBER 5 – UNIVERSITY CLOSED, LABOR DAY**

#### **WEEK 4 (September 12 and 14)**

The McDonaldization of Society 10th edition (2021) by Ritzer, Chapter 1 (An Introduction); Chapter 2 (McDonaldization Past and Present); Chapter 4 (Predictability and Control: Consumers); Chapter 6 (Predictability and Control: McJobs and other McDonaldized Occupations 2); Chapter 7 (The Irrationality of Rationality).

## **PART II: INNOVATION-DIFFUSION RESEARCH: TWO CLASSICAL MODELS OF STUDYING "TOP-DOWN" PROCESSES OF DIFFUSION**

### **WEEK 5 (September 19 and 21)**

#### **Diffusion of Innovations from the "Adopter-side" Model**

Rogers, Chapter 1, Elements of Diffusion, pp. 1-37. Available on Carmen titled, Rogers, Elements of Diffusion.

### **WEEK 6 (September 26 and 28)**

#### **Planning Workshop for Your Research Project**

This class is a workshop that will help you finalize your research project. Consultation on your innovation and the information needed for your abstract and course paper will be provided.

### **WEEK 7 (October 3 and 5)**

#### **Diffusion of Innovations from the "Provider-side" Model**

Brown, Chapter 4, The Market and Infrastructure Perspective, pp. 100-149 (a good synopsis is on pp. 144-149); and Chapter, 7, The Development Perspective I, pp.197-227 (a good synopsis is on pp. 225-227). Available on Carmen titled: Brown Market Infrastructure, Brown, The Development Perspective.

*For Graduate Students:* Brown, Lawrence A., 2009, "The Market and Infrastructure Perspective: A Missing Link in Understanding in the Diffusion of Broadband in Oklahoma" *The Annals of Regional Science* 2010 Vol. 45:235-238 Available on Carmen or through the OSU library on-line journal system.

**Due Wednesday, October 5: abstract for your research project.**

### **WEEK 8 (October 10 and 12) Extending the Two Models**

1) Harper/Leicht, Chapter 10, Technology, Innovations and Networks

2) Fliegel and Korsching "Institutionalization of Diffusion Research" Pp. 13-38, Chapter 2, from *Diffusion Research in Sociology*. Middleton, WI: Social Ecology Press, 2001. Available on Carmen/Canvas titled: Fliegel, Institutionalization of Diffusion Research.

*For Graduate Students:* Damian Miller Elizabeth Garnsey, "Entrepreneurs and Technology Diffusion: How Diffusion Research Can Benefit from a Greater Understanding of Entrepreneurship" *Technology in Society* 2000 (Vol. 22):445-466. Available on Carmen or through the OSU library on-line journal system.

*Optional reading:* Audirac and Beaulieu, "Micro-computers in Agriculture," *Rural Sociology* 1986, Vol. 51 (1):60-77. Available on Carmen/Canvas or through the OSU library on-line journal system.

**Graduate students' take-home midterm questions given October 12.**

**WEEK 9 (October 17 and 19)**

**Undergraduate midterm October 17**

**Graduate students' take-home midterm due October 17**

### **PART III. SOCIAL CONSEQUENCES OF "TOP-DOWN" INNOVATION-DIFFUSION**

**WEEK 10 (October 24 and 26)**

**Consequences of Innovation Diffusion: Issues of Social and Economic Inequality**

1) Brown, Chapter 8, The Development Perspective II, pp. 229-277 Available on Carmen/Canvas, titled: Brown, Development Perspective II (focus on pp. 270-277, skim the remaining pages).

2) Rogers, Chapter 11, pp. 405-442 Available on Carmen titled: Rogers, Consequences of Innovations

3) *Natural Gas Extraction: Issues and Policy Options*. Policy Brief February 2013, 2 pages (NARDeP Report). Available on Carmen/Canvas, titled: Natural Gas Extraction Brief.

*For Graduate Students:* Khatiwada, Lila K. and Kenneth Pigg "Internet Service Provision in the U.S. Counties: Is Spatial Pattern a Function of Demand?" *American Behavioral Scientist* 2010 Volume 53 (9):1326-1343. Available on Carmen/Canvas or through the OSU library on-line journal system

**GUEST LECTURE:** Dr. Joseph Campbell, Impacts of social change in less developed countries.

### **PART IV. MOVING RESEARCH FORWARD: QUESTIONING/ELABORATING INNOVATION-DIFFUSION MODELS AND SUSTAINABILITY**

**WEEK 11 (October 31 and November 2)**

Padel, Susanne. "Conversion to Organic Farming: A Typical Example of Innovation Diffusion?" *Sociologia Ruralis* Vol, 41, January 2001. Available on Carmen/Canvas or through the OSU library on-line journal system.

Shoshanah Inwood, Jeff Sharp, Richard Moore, and Deborah Stinner, 2009 "Restaurants, chefs and local foods: insights drawn from application of a diffusion of innovation framework." *Agriculture and Human Values* 26 (3): 177-191. Available on Carmen/Canvas or through the OSU library on-line journal system.

*For Graduate Students:* German, Mowo, and Kingamkono, "A Methodology for Tracking the 'Fate' of Technological Interventions in Agriculture." *Agriculture and Human Values*, Volume,

23, 2006: 352-369. Available on Carmen/Canvas or through the OSU library on-line journal system.

### **WEEK 12 (November 7 and 9)**

1) Noppers, Ernst H, Kees Keizer, Jan Willem Bolderdijk, and Linda Steg. 2014. "The Adoption of Sustainable Innovations: Driven by Symbolic and Environmental Motives." *Global Environmental Change*, volume 25, pp. 52-62. Available on Carmen/Canvas or through the OSU library on-line journal system.

2) Krause, Rachel. 2011. "Policy Innovation, Intergovernmental Relations, and the Adoption of Climate Protection Initiatives by U.S. Cities." *Journal of Urban Affairs* volume 33, February, pp. 45-60. Available on Carmen/Canvas or through the OSU library on-line journal system.

*For Graduate Students:* Barbara Wejnert, "Integrating Models of Diffusion of Innovations: A Conceptual Framework," *Annual Review of Sociology*, Volume 28, 2002, pp 297-326. Available on Carmen or through the OSU library on-line journal system.

**GUEST LECTURE:** Sarah Walton, Diffusion of the Growth of Jails across the U.S.

## **PART V. DEVELOPMENT IN THE GLOBAL SYSTEM AND BOTTOM-UP DIFFUSION**

### **WEEK 13 (November 14 and 16)**

#### **Globalization/Development, Technology, the Poor, and Gender**

1) Harper/Leicht, *The Emerging Global System: Development and Globalization*, Chapter 11.

2) Robert K. Schaeffer, "Technology, Food, and Hunger," *Understanding Globalization: The Social Consequences of Political, Economic, and Environmental Change* (Rowman and Littlefield, 1997), pp. 143-185 Available on Carmen/Canvas, titled: Schaeffer, Technology, Food, Hunger

*For Graduate Students:* Longo, Stefano B., and Richard York. 2015. "How Does Information Communication Affect Energy Use?" *Human Ecology Review* 22 (1), pp. 55-71. Available on Carmen/Canvas or through the OSU library on-line journal system.

**GUEST LECTURE:** Dr. Mark Erbaugh, Professor Emeritus, Development Theory, and the Diffusion of Innovations.

**WEEK 14 (November 21 and 23)****NOVEMBER 23 – UNIVERSITY CLOSED, THANKSGIVING BREAK BEGINS****NOVEMBER 24 – UNIVERSITY CLOSED FOR INDIGENOUS PEOPLES DAY****"Bottom-Up" Approaches to Social Change: Participatory Approaches and Diffusion across Communities**

1) Bruges, Murray, and Willie Smith. 2008. "Participatory Approaches for Sustainable Agriculture: A Contradiction in Terms?" *Agriculture and Human Values* 2008, Volume 25, pp; 13-23. Available on Carmen/Canvas or through the OSU library on-line journal system

2) Hayward, Simpson, and Wood. 2004. "Still Left Out in the Cold: Problematising Participatory Research and Development." *Sociologia Ruralis* 44 (1): 95-108. Available on Carmen or through the OSU library on-line journal system

*For Graduate Students* Harper/Leicht, Chapter 7, "Social Movements."

**WEEK 15 (November 28 and 30)**

Catch up. Peer review of papers.

**Second exam ----this is a take-home exam for both graduate and undergraduates with two essay questions for you to complete. It will be given to you Wednesday, November 30 and due Monday December 5.**

**WEEK 16 (December 5 and 7)**

Wrapping it up.

Last Day of class December 7

**HAVE A GREAT HOLIDAY BREAK!!!**

## **ADDITIONAL SOURCES OF REFERENCE THAT MAY BE OF INTEREST TO YOU!**

### ***DIFFERENT APPLICATIONS OF INNOVATION-DIFFUSION MODELS***

See particularly journals such as:

*Rural Sociology*

*Agriculture and Human Values*

*Technology and Society*

*American Behavioral Scientist*, Volume 53 Issue # 9 2010 is an entire issue devoted to rural/urban differences in technology.

Johns, Tracy, 2015. "Managing a Policy Experiment: Adopting and Implementing Recreational Marijuana Policies in Colorado." *State and Local Government Review*, volume 47 (3), pp. 193-204.

Carberry, E. J., Bharati, P., Levy, D. L., & Chaudhury, A. .2019. Social Movements as Catalysts for Corporate Social Innovation: Environmental Activism and the Adoption of Green Information Systems. *Business & Society*, 58(5), 1083–1127.

Gilles, Thomas, Valdivia, and Yucra. 2013. "Laggards or Leaders: Conservers of Traditional Agricultural Knowledge in Bolivia." *Rural Sociology* 78 (1): 51-74.

Lewis, Gonzalez, and Kaufman. 2012. "Social Selection and Peer Influence in an Online Social Network. " *Proceedings of the National Academy of Sciences of the United States of America (PNAS)* 109 (1):68-72.

Damian Miller. 2010. *Selling Solar: The Diffusion of Renewable Energy in Emerging markets*. Routledge.

Chabot, Sean. 2002. "Transnational Diffusion and the African-American Reinvention of the Gandhian Repertoire." Pp. 97-114 in *Globalization and Resistance*, edited by Jackie Smith and Hank Johnston.

Coughenour, C. Milton. 2003. "Innovating Conservation Agriculture: The Case of No-Till Cropping." *Rural Sociology* 68 (2): 278-304.

Best, Joel (editor). 2001. *How Claims Spread: Cross-National Diffusion of Social Problems*. Aldine de Gruyter.

Korsching, Peter et al. 2003. "Rural Telephone Company Adoption of Service Innovations: A Community Field Theory Approach." *Rural Sociology* 68 (3): 387-409.

Moody, James. 2002. "The Importance of Relationship Timing for Diffusion." *Social Forces* 81 (1):25-56.

Kim, Sangmoon, 2011 "The Diffusion of the Internet: Trends and Causes. " *Social Science Research* 40, pp. 602-613.

Sautter, Tippet, and Morgan. 2010 "The Social Demography of Internet Dating. " *Social Science Quarterly* 91 (2)

Schurman, Rachel and William Munro. 2009. "Targeting Capital: A Cultural Economy Approach to Understanding the Efficacy of Two Anti-Genetic Engineering Movements." *American Journal of Sociology*, Volume 115 Number 1 (July 2009): 155–202.

Dan J. Wang and Sarah A. Soule. 2012. "Social Movement Organizational Collaboration: Networks of Learning and the Diffusion of Protest Tactics, 1960–1995." *American Journal of Sociology*, Vol. 117, No. 6 (May 2012), pp. 1674-1722.

### ***SOCIAL IMPACTS OF TECHNOLOGY***

See particularly journals such as:

*Science, Technology and Human Values*

*Rural Sociology*

*Agriculture and Human Values*

*Sociologia Ruralis*

For rural urban differences, see series of articles in the *American Behavioral Scientist* 2010, Volume 53 (9).

Ryan Gunderson Explaining technological impacts without determinism: Fred Cottrell's sociology of technology and energy *Energy Research & Social Science* volume 42, August 2018, Pages 127-133

Gilbert, Karahalios, and Sandvig. 2010. "The Network in the Garden: Designing Social Media for Rural Life." *American Behavioral Scientist* 53 (9): 1367-1388.

Powell, Bryne, and Dailey. 2010. "The Essential Internet: Digital Exclusion in Low-Income American Communities." *Policy and Internet* Volume 2, issue #2 pp. 161-192. [www.policyandinternet.org](http://www.policyandinternet.org).

Cohen, Maurie and Joseph Murphy. 2001. *Exploring Sustainable Consumption*. Elsevier.

DiMaggio, Paul et al. 2001. "Social Implications of the Internet." *Annual Review of Sociology* 27, pp. 307-336.

Kaplan, David M. 2017 *Philosophy, Technology, and the Environment*. MIT Press. See particularly chapter Is Technology Use Insidious? By Kyle Powys Whyte, Ryan Gunderson, and Brett Clark

Katz, James E., and Ronald E. Rice. 2002. *Social Consequences of Internet Use: Access, Involvement, and Interaction*. The MIT Press.

Levenstein, Harvey. 2003. *The Paradox of Plenty: A Social History of Eating in Modern America*. University of California Press.

McMillan, Tracie 2102. *The American Way of Eating*. New York: Scribner.

Padmanabhan, Martina A. 2002. *Trying to Grow: Gender Relations and Agricultural Innovations in Northern Ghana*. Muenster: LIT Verlag.

Wellman, Barry and Caroline Haythorn-thwaite. 2002. *The Internet in Everyday Life*. Blackwell.

Welsh, Rick et al. 2003 "Agro-Food System Restructuring and the Geographic Concentration of US Swine Production." *Environment and Planning A* 35, pp 215-229.

***THE TWO CLASSICS*** *Everett* M. Rogers, *Diffusion of Innovations* (various editions); Lawrence A. Brown, *Innovation Diffusion: A New Perspective*, 1981