

Rural Sociology 7550
Rural Community Development in Theory and Practice
REVISED 1-13-2020

Spring 2020 ... 460 Kottman Hall ... Tuesdays 5:30-8:25

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Course description

This is a graduate seminar that will focus on

- contemporary rural community development and social change issues (primarily in the US)
- an overview of sociological approaches to rural community development and rural change
- 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 community and livelihood restructuring

Readings and organization of the course are selected/designed with these goals in mind:

- acquire analytical and theoretical tools for understanding community development, community resilience, and citizen participation in both directed and unanticipated change
- advance understanding of the complexity and diversity of rural life, rural social problems, rural economies and politics, and proposed solutions (including some examples of implementation)

Some basic questions include: What are sociological definitions of “rurality” and “community”? How does civil society function in rural America? What aspects of community capitals (social, natural, financial, etc.) as defined by Flora and Flora are implicated in specific processes of rural change and/or community resilience? What are some of the major issues confronting people in rural America today?

This course will be based on a partnership between the instructor and students. Students will assume responsibility for contributing to and directing many class discussions and will select and prepare topics for several classes. The class topic for **Week 14 (April 10)** is **OPEN**. Students will propose topics and we will discuss and vote on the topic(s) to discuss that day.

Grading and Requirements

- lead and/or participate in class discussions, including group discussions - **25%**
- write, submit and discuss in class 3 analytical papers (“Thought Pieces”) of 5± pages double spaced or space and a half (with .5 to .7 margins all around) based on course materials - **25%** (Note: you may hand in a 4th analytical paper for extra credit if you wish)
- participate in presenting a group topic (i.e., where different class members read and report on different sets of readings) – **25%**
- submit and discuss in class a final paper on a research topic of your choice – **25%**

Notes:

Please use a normal font (i.e., Times New Roman or a similar font is preferred) with 11 pt. size; single space or space and a half with .7 inch margins all around; adjust paper length to take into account margin width (if larger than .7), if single space or more, if you use a font that uses variable spacing for each letter (such as Gill Sans MT Condensed) or if font size is larger than Times Roman or 11 pt.) NOTE: this syllabus is in Times New Roman 11 pt. font

We meet only once a week and only 14 times during the semester (excluding Spring break); each class day represents 7.1% of the course. If you must miss class, notify me as soon as possible. We can figure out a way to make up for the missed discussion on that day’s subject matter.

Required Readings

J. Allen & D. Dillman. *Against All Odds*. 1994. WE WILL DISCUSS THIS BOOK DURING WEEK 3.

Flora, Cornelia Butler and Jan L. Flora. *Rural Communities: Legacy and Change*, 3rd edition. Westview, 2008.

WE WILL REVIEW SPECIFIC CHAPTERS ON SPECIFIC COMMUNITY CAPITALS—I.E., SOCIAL, HUMAN, POLITICAL, FINANCIAL, NATURAL, ETC. This will assure that we share the SAME DEFINITIONAL UNDERSTANDING OF EACH CONCEPT OF “CAPITAL.” If you have a personal copy that is a later or earlier edition, that is okay. There is much overlap. Just note that some chapter titles and chapter numbers may vary from one edition to another.

A few of our other readings are book chapters. These will be posted to Carmen Canvas

Most readings are journal articles that can be downloaded through the Library’s online journal service. If you have any difficulty with the journal site, check with the Library. Any articles that are unavailable will be posted to the Carmen Canvas module for the week assigned. Be sure to let me know if an article absolutely cannot be downloaded from a journal site.

Since I will not be teaching this course again, feel free to keep the books that I have lent to you.

Note: For those unfamiliar with the three major conceptual/theoretical perspectives in sociology—*functionalism* (also known as *structural functionalism*), *conflict theory*, and *symbolic interactionism*—I have posted a short explanation on Carmen Canvas as some of you may find it useful to distinguish the approach used by a specific author and the key differences among the 3 approaches. You can find additional information about each on the internet (<https://www.cliffsnotes.com/study-guides/sociology/the-sociological-perspective/three-major-perspectives-in-sociology>). Almost all of our course materials will reflect one or more of these approaches.

“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.

COURSE WRITTEN ASSIGNMENTS: There are 2 types of paper assignments this semester.

1. There are 3 **Analytical/Thought Piece Papers** assigned. These will provide you with an opportunity to revisit course materials and discussions of issues that took place in a specific timeframe .

Analytical/position/thought-piece paper 1

Due in class Week 5, Feb 4

Write an essay on any topic of your choice from Weeks 1-5.

Analytical/position/thought-piece paper 2

Due in class Week 8, Feb 25

On any topic of your choice from Weeks 6-8.

Analytical/position/thought-piece paper 3

Due in class Week 12, Mar 24

On any topic of your choice from Weeks 9-12

These paper assignments provide an opportunity for you to explore ideas/theories/cases/concepts etc. in more in depth than what may take 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. Or you may wish to critique ideas or arguments in paper(s) read from the current or past weeks. These are just a few ideas for what you can do.

Analytical/Thought Pieces must be based primarily (80%) on course materials and class discussions. 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.

2. The **Final Paper** is a paper based on research on a topic of your choice relevant to the subject matter of this course. [If in doubt, check with me.] Be sure to indicate clearly which materials/authors you consulted influenced your thinking and clearly identify your own ideas. (Can be course readings and/or outside readings) 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. (It helps provide a “road map” when I read your paper.) “Research paper” means that your paper should not rely *exclusively* on course readings; it should be based *primarily* (at least 70%) on materials not assigned for the course. It may focus on a topic that we discussed in class but should go beyond our assigned readings. Suggested length: **between 3000-3500 words, not counting references**. This paper is **DUE ON APRIL 14 and you will discuss your papers in class that day**. Be prepared to answer questions about your research from classmates at that time. **E-mail the paper to me by that date** if not sooner.

Visually, I prefer to read papers with 11 pt. font (i.e., Times New Roman), single-spaced with .7 inch (and no more than 1 inch) margins all around. (Easier to read and uses less paper.) You may use whatever discipline-approved style you wish for references and citations. Just be consistent throughout and make sure that you include at the end 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, research interests, and style of analysis. I will take this into account in the interest of fairness. (We also can discuss ahead of time your planned paper topic and approach based on your discipline of study and I may provide advice or ask questions for clarification.) It helps if your paper is interesting, thought-provoking, and “flows” from beginning to end! Give your paper a descriptive title that fits its focus. Use a consistent formatting style for source materials. Be sure to cite page numbers whenever you are discussing an idea from your sources. Correct grammar and spelling are important, so use Word’s spell and punctuation check and grammar check functions.

Policies:

All deadlines should be met and no late papers will be accepted unless we have agreed on this beforehand. If an emergency comes up, please notify me immediately.

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. So cite your sources carefully and use quotation marks when you borrow someone else’s words.

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 emergency, we will discuss together whether to skip that topic or to find a way to make up for it (i.e., doubling up on 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 a few minutes before class begins so we all can “warm up” before starting discussion. We also will take a 10-12 min.. break at the halfway point so that we can re-energize. Sharing a hot beverage and snacks helps build our own “bonding capital” (see Flora and Flora book for definition).

Class members are asked to volunteer to take turns bringing snacks (“munchies”) to share with the group. (Individual students also are free to bring their own food.) Munchies should be simple snacks—for

example, cheese and crackers, carrots and celery with dip and crackers, cut pieces of fruit and crackers, chips with dip, etc. Nothing expensive! I will bring snack on the first day of class.

Note: *I don't mind setting up the beverage service at the start of class, but I do appreciate help packing things up at the end.*

COURSE SCHEDULE

@ indicates the reading is posted to Carmen for the Week indicated

Week 1, Jan 7: What is the significance of “rurality” as a concept? Of “rural” as an *identity* or a *reality*?

I will bring Munchies today

Shared readings:

Review Floras' Chapter 1 on “Community capitals and the rural landscape”

Bell, Michael. “The two-ness of rural life and the ends of rural scholarship.” *Journal of Rural Studies* 23, 2007:402-415.

@ 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)

Sherval, Meg. “Native Alaskan engagement with social constructions of rurality.” *Journal of Rural Studies* 25, 2009:425-434. [US]

Want to read more?

Colombo, Monica & Azzurra Senatore. “The discursive construction of community identity.” *Journal of Community & Applied Social Psychology* 15, 2005:48-62. [useful discussion of different ways to analyze community identity—i.e., from a functional perspective (territorial, social-network relations) or from a discursive perspective; uses example from Italy]

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

Week 2, Jan 14: Cultural Capital and Legacy & Social Capital and Community

Munchies volunteer? _____

Shared readings: Chapters 3 and 5 in Flora and Flora book. (We also will go over last week's readings by Bell and Fitchen and—if necessary--Chap 1 from Flora and Flora.)

Week 3, Jan 21: Allen & Dillman's *Against All Odds: Rural Community in the Information Age*

You may find it helpful to bring notes for class discussion.

“Bremer,” the town in the book, is really St. John, Washington. Current estimated pop. 558 ... check out their webpage @ <http://www.stjohnwa.com/> to see how similar it is to the 1990s as described in the book!

Munchies volunteer? _____

Shared reading: The book

We will discuss the Bremer book. We can apply concepts from the Floras' Chapters on "Social capital and community" (Ch. 5) and "Cultural capital and legacy" (Ch. 3) from prior weeks as tools to jump start our discussion and analysis of the Bremer case

Week 4, Jan 28: “Community” and “Community development”: Classic and changing conceptualizations (If needed, we can finish our discussion of Bremer)

Munchies volunteer? _____

Note: select SET topic group members for next week’s discussion

Shared readings: (everyone reads both sets) We will analyze both concepts (community, community development together) How have the rural sociological concepts of and research on “community” and “community development” changed over time??

Set 1: COMMUNITY

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

Summers, Gene. “Rural community development.” *Annual Review of Sociology* 12, 1986:347-71. [again, scan to get a sense of 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” OR “Generating community change”

Emejulu, Akwugo. “The silencing of radical democracy in American community development: The struggle of identities, discourses and practices.” *Community Development Journal* 46, 2, 2011: 229-44 (very interesting analysis of how and when the “status quo” pushed aside and suppressed demands for deeper social and structural change demanded by minority groups)

Cavaye, Jim. “Rural community development—New challenges and enduring dilemmas.” *Journal of Regional Analysis and Policy* 31, 2, 2001:109-24. [from a planning perspective]

Week 5, Feb 4: Case studies of economic development strategies: Workshop

Analytical/thought-piece paper 1 DUE TODAY

Munchies volunteer? _____

Shared readings:

It may be helpful to read the Floras’ chapters on “Financial Capital,” “Political capital” & “Natural capital” as background for the topics this week.

Discuss the set you signed up for and read. During class we will break into groups to discuss each Set. Then each group will explain their topic/readings on development approaches to other class members and answer questions on the readings.

Workshop

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

- 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.

SET 2 *The “environment” & economic development*

- 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 *Alternative approaches to economic development: Prisons, gambling*

- 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* 4th edition, ed. Leon Ginsberg. CSWE Press, 2005.@

Want to read more?

- 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.
- Logan, John, Rachel Bridges Whaley, and Kyle Crowder. “The character and consequences of growth regimes: An assessment of 20 years of research.” *Urban Affairs Review* 32, 5, May 1997: 603-30.
- 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.

Week 6, Feb 11: Uneasy transitions 1: changing social & physical landscapes

Munchies volunteer? _____

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.
- 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.
- 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

Want to read more?

- It may be helpful to review the Floras’ chapters on “Built Capital” and “Natural Capital”
- Mitchell, Clare & Michelle Madden. “Re-thinking commercial counter urbanisation: Evidence from rural Nova Scotia, Canada.” *Journal of Rural Studies* 36, 2014:137-48.

Brandth, Berit and Marit Haugen. "Farm diversification into tourism—Implications for social identity?"
Journal of Rural Studies 27, 2011:35-44. [European farmer experiences]

Week 7, Feb 18: Uneasy transitions 2: conflict over identity and place

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]
- Hamin, Elisabeth & Daniel Marcucci. "Ad hoc rural regionalism." Journal of Rural Studies 24, 2008:467-477.

Want to read more?

- Walker, Peter and Louise Fortmann. "Whose landscape? A political ecology of the 'exurban' Sierra." Cultural Geographies 10, 2003:469-91. [citizen resistance to urbanization]
- Hall, Peter & Pamela Stern. "Reluctant rural regionalists." Journal of Rural Studies 25, 2009:67-76. (Ontario; regionalism as a solution to fragmentation)
- Tauxe, 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 towns compete with each other as part of regional economic change--fun to read]

Week 8, Feb 25: A workshop on race, class, ethnicity & gender in rural America

Munchies volunteer? _____

Shared readings:

- [*Everyone reads*] 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 class & place--why poor migrants tend to concentrate in already poor regions]

Read the set you are assigned. During class we will break into groups to discuss each Set. Then each group will explain some key themes/ideas from their set to other class members. The goal is to get a sense of how these issues have been studied and analyzed by rural sociologists.

SET 1 Examples of research on RACE & RACISM

- 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. [combines race and class]
- 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. [combines class and race]
- 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 [combines class, race, ethnicity]

SET 2 Examples of approaches to research on ETHNICITY

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 [ethnicity]

Chavez, Sergio. "Community, ethnicity, and class in a changing rural California town." *Rural Sociology* 70, 3, 2005:314-35. [combines ethnicity & class]

SET 3 Examples of early conceptualizations and research approaches on GENDERed experiences

@Lopez, M.L. & Carol Stack. "Social capital and the culture of power: Lessons from the field." Chapter 2 (pp. 31-57) in S. Saegert, J.P. Thompson & M.R. Warren, eds. *Social Capital and Poor Communities*. Russell Sage Foundation, 2001. [combines race, class & gender] A classic

Naples, Nancy. "Contested needs: Shifting the standpoint on rural economic development." *Feminist Economics* 3, 2, 1997:63-98. [combines class & gender] Also a classic

Want to read more?

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. [whether differences in immigration policy impact immigrant experiences]

Shandy, Dianna. "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/ combines race and ethnicity]

Crowe, Jessica and Ryan Ceresola. "Racial history, legacy and economic development." *Patterns of Prejudice* 48, 4, 2014: 350-69.

Week 9, Mar 3: 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 if I can find my copy or I will find another film)

Shared readings:

It may be helpful to review Floras' chapter on "Consumption in Rural America"

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.

Also read one of the following:

Mattera, Philip. "Shifting the burden for vital public services: Walmart's tax avoidance schemes." Paper published by Good Jobs First, February 2011.

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

Halebsky, Stephen. "Explaining the outcomes of anti-superstore movements: A comparative analysis of six communities." *Mobilization: An International Journal* 11, 4, 2006:443-460.

Week 10, Mar 10: No class / Spring Break

Week 11, Mar 17: “Differences,” conflicts, collaboration (gender, sexuality, ethnicity, place)

Discuss group presentation assignments during class

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]
- Margerum, Richard. “Overcoming locally based collaboration constraints.” *Society and Natural Resources* 20, 2007:135-152. [5 constraints discussed]
- Ulrich-Schad, Jessica and Hua Qin. “Culture clash? Predictors of views on amenity-led development and community involvement in rural recreation countries.” *Rural Sociology* 2018:81-108.
- Carter, Angie. “Placeholders and changemakers: Women farmland owners navigating gendered expectations.” *Rural Sociology* 82, 3, 2017:499-522.
- Leslie, Isaac Sohn. “Queer farmers: Sexuality and the transition to sustainable agriculture.” *Rural Sociology* 82(4), 2017:747-71.

Want to read more?

- Zimmerman, Julie. “Mediated knowledge: Reexamining six classic community studies from a woman’s point of view.” *Rural Sociology* 76, 2, 2011:141-66. [excellent critique of how stereotypes and bias held by community development “experts” influenced study outcomes of community stability/instability. Did you know that rural communities could be classified as unstable if women held leadership roles instead of being homemakers?]
- Gray, Barbara. “Strong opposition: Frame-based resistance to collaboration.” *Journal of Community & Applied Social Psychology* 14, 2004:166-76. [unsuccessful mediation]
- Mauer, K. Whitney. “Indian country poverty: Place-based poverty on American Indian territories, 2006-10.” *Rural Sociology* 82(3), 2017: 473-98.

Week 12, Mar 24: Farming and farmers in crisis: the struggle for survival and profit

Munchies volunteer? _____

Shared readings:

- 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.
- 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.
- 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.
- Johnson, Kenneth and Daniel Lichter. “Rural Depopulation: Growth and Decline Processes over the Past Century.” *Rural Sociology* 84, 1, 2019: 3-27.

Want to read more?

- 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.
- Gunnoe, Andrew, Conner Bailey, Lord Ameyaw. "Millions of Acres, Billions of Trees: Socioecological impacts of shifting timberland ownership." *Rural Sociology* 83, 4, 2018:799-822.
- Lyon, Alexandra, Michael Bell, Claudio Gratton, and Randall Jackson. "Farming without a recipe: Wisconsin graziers and new directions for agricultural science." *Journal of Rural Studies* 27, 2011: 384-93.
- 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.
- 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 13, March 31: Mining and energy production community impacts: Examples

Analytical/position/thought-piece paper 3 DUE TODAY

Munchies volunteer? _____

Shared readings:

- [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, but boom-bust cycles are similar for extractive energy projects]

Read the set you are assigned

SET 1 Coal

- 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.

SET 2 Gas and Oil

- Stedman, Richard, Jeffrey Jacquet, et al. "Marcellus shale gas development and new boomtown research: Views of New York and Pennsylvania residents." *Environmental Practice* 14, 4, 2012: 382-93.

SET 3

- 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.
- Swofford, Jeffrey and Michael Slattery. "Public attitudes of wind energy in Texas: Local communities in close proximity to wind farms and their effect on decision-making." *Energy Policy* 38, 2010: 2508-19.
- Schafft, Kai et al. "Busted amidst the boom: The creation of new insecurities and inequalities within Pennsylvania's shale gas boom towns." *Rural Sociology* 83, 3, 2018:503-531.

Want to read more?

- Boyd, Amanda and Travis Paveglio. "'Placing' energy development in a local context: Exploring the origins of rural community perspectives." *Journal of Rural and Community Development* 10, 2, 2015: 1-20.
- Whitfield, Stephen, Eugene Rosa, Amy Dan, and Thomas Dietz. "The future of nuclear power: Value orientations and risk perception." *Risk Analysis* 29, 3, 2009: 425-37.
- Anderson, Brooklynn and Gene Theodori. "Local leaders' perceptions of energy development in the Barnett shale." *Southern Rural Sociology* 24, 1, 2009: 113-29.

- Mayda, Chris. "The booms and busts of Noonan, North Dakota." FOCUS on Geography 54, 4, 2011:152-58.
[graphic representations of the growth and decline of communities in an area dependent on resource extraction]
- Bird, Lori, Mark Bolinger, et al. "Policies and market factors driving wind power development in the United States." Energy Policy 33, 2005: 1397-1407.
- Jacquet, Jeffrey. "Review of risks to communities from shale energy development." Environmental Science & Technology 48, 2014:8321-8333.

Week 14, Apr 11: group topic choice TBA

Munchies _____

Week 15, Apr 18: group topic choice TBA

Munchies _____

Week 16, Apr 25: LAST CLASS: Tie up loose ends & discuss final paper topics

Munchies _____

Final/research Paper due May 4

Topics you might consider for group presentations:

- Appalachia communities (coal towns, poverty, tourism, migration, alternative sources of livelihood)
 - Native American communities/reservations, issues of autonomy, exploitation/marginalization, migration & livelihoods, discrimination
 - Agri-environmentalism, environmental movements, sustainable agriculture movements
 - Factory farms, conflicts between corporations and farmers, community and environmental issues
 - Climate change and natural disasters—preparation for, adaptation, mitigation, recovery
 - Water and watersheds—management issues, conflicts, privatization vs. public good
 - Rural masculinities, LGBTQ folks in rural communities
- Feel free to suggest others for consideration.

There are two options: 1 group presents 1 topic in a single class period or 2 groups present 2 topics in a single class period. There are advantages and disadvantages to both that we can discuss.