

**RURAL SOCIOLOGY  
RSOC 5610 / 6610**

Tuesday & Thursday 11:00 -12:15 p.m.  
Fall 2009

The course is available to advanced undergraduates (as RSOC 5610) and graduate students (as RSOC 6610). The primary objective of this course is to examine continuities and changes in the academic field of Rural Sociology. We will begin with a discussion of core concerns that marked the beginning of this field, and critically examine the institutional context of Land Grant universities where the field of Rural Sociology was nurtured. We will next move on to a set of contemporary topics within the field, starting with a detailed analysis of the North American food system. We will move from there to questions of social capital, human capital, and problems of persistent poverty in rural America. We turn next to questions of migration, focusing on the African American population of the U.S., beginning with the great diaspora to the North which started in the 1930s and continued through the 1970s. We then consider return migration of African Americans to the South over the last two decades. We conclude with a set of discussions on rural health issues focusing on the U.S.

The course will be run as a graduate seminar. Responsibility for leading discussions on reading material will rotate among all seminar participants. Active participation in discussions is expected by graduate and undergraduate students alike.

INSTRUCTOR: Dr. Conner Bailey *bailelc@auburn.edu*  
313A Comer Hall *www.ag.auburn.edu/~bailelc\*  
844.5632

OFFICE HOURS: By appointment or chance. Normally I am in office Monday-Friday by 8:30 a.m. Drop-ins welcome, but I recommend setting an appointment in advance.

TEXTS: Hinrichs, C. Clare and Thomas A. Lyson (eds.). 2007. *Remaking the North American Food System; Strategies for Sustainability*. Lincoln: University of Nebraska Press.

Duncan, Cynthia M. 1999. *Worlds Apart; Why Poverty Persists in Rural America*. New Haven: Yale University Press.

Stack, Carol B. 1996. *Call to Home; African Americans Reclaim the Rural South*. New York: Basic Books.

SUPPLEMENTAL READINGS: Additional reading material will be made available as photocopies or in electronic format.

EXAMINATIONS: There will be three take-home writing assignments. Assignments will take the form of two essays written in response to three or more questions. Separate exams will be written for students taking the course for graduate and undergraduate credit. As a general guideline, essays written by graduate students should require 1000-1200 words, while those written by undergraduates would be in the order of 800-1000 words. These are to be typed and double-spaced, leaving ample margins for comments. Exams are to be submitted via email as an attachment in Word or .pdf formats.

RESEARCH PAPER: Both undergraduate and graduate students will prepare a substantive research paper on a topic of their choice as long as it is related to the field of Rural Sociology.

You are required to submit a brief abstract of your proposed research along with a preliminary set of references on or before September 15<sup>th</sup>. There will be no class the week before that date and no reading assignments that week

for class. This is the time you should work on your research abstract. The purpose of developing a preliminary abstract is to make sure the research paper is developing in the right direction and not left to the last minute. Completion of this assignment does not absolutely lock you into a topic; as the semester proceeds, you may decide to revise or even abandon your original idea. Identifying a research paper subject early in the semester will be to your advantage in the long run, providing a focal point for your thinking as you are exposed to material on different subjects.

Undergraduate students are expected to prepare a research paper of 3,000 - 4,000 words (i.e., 12-15 pages) worth a possible 100 points. Graduate students are expected to develop research papers of approximately 5,000 words (i.e., around 20 pages) worth a possible 200 points. The suggested length is only a guide indicative of descriptive and analytical depth expected; I am more interested in quality than quantity.

Research papers are to be submitted via email as an attachment in Word or .pdf formats.

**ACADEMIC HONESTY:** The student academic honesty code of Auburn University will be enforced. This code is spelled out in the current issue of the Tiger Cub. You are encouraged to share notes, insights and ideas while preparing to write your own essay exam answers and research paper. However, you are required to write your exams and research paper on your own.

All work you submit must be your own. Appropriately cited materials that are used to bolster your line of argument, of course, are acceptable. In my experience, the vast majority of students are unfailingly honest. I have had, however, experience with those who have engaged in plagiarism, and several of my colleagues have noted that this has become an issue in their courses.

As a result, I am letting you know that I reserve the right to screen all written work you submit through a system known as Turnitin.com. This is why I require that all written work be submitted electronically.

**CLASSROOM CONDUCT:** We will at times engage in discussion of issues over which there may be differences of opinion. You will be encouraged to speak your mind and you are expected to listen with respect to the opinions of others.

**THINGS THAT GO BEEP:** Cell phones, pagers, and other electronic devices which might distract should be turned off or put on silent.

**COMMUNICATION VIA EMAIL:** Consistent with University policy, I will use your official Auburn University email address for electronic communications. It is your responsibility to monitor your email account.

**STUDENTS WITH DISABILITIES:** I will make every possible effort, in cooperation with the Program for Students with Disabilities, to provide students with disabilities an equal opportunity to pursue their education. I request that any student with a documented disability let me know what arrangements will best serve their needs and to do so as soon as possible.

Students needing accommodations should arrange a meeting the first week of class. Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT) or email: [haynemd@auburn.edu](mailto:haynemd@auburn.edu).

EVALUATION FOR UNDERGRADUATE STUDENTS: 440 course points. Each of the three exams is worth 100 points, and the research paper is worth 100 points.

An additional 40 points can be earned on the basis of class participation. Criteria used in determining points for class participation include: (1) regular attendance; (2) active participation in discussions of assigned readings, including evidence of having read and understood these materials; and (3) creative contribution germane to class discussions which reflect ability to integrate assigned and outside readings, material raised in class discussions, as well as personal experience; (4) how prepared you are to lead seminar discussions when it is your turn to do so; and (5) the timely submission of a well-prepared abstract for your research paper.

EVALUATION FOR GRADUATE STUDENTS: 550 course points. Each of the three exams is worth 100 points, and the research paper is worth 200 points.

An additional 50 points can be earned on the basis of class participation. Criteria used in determining points for class participation include: (1) regular attendance; (2) active participation in discussions of assigned readings, including evidence of having read and understood these materials; and (3) creative contribution germane to class discussions which reflect ability to integrate assigned and outside readings, material raised in class discussions, as well as personal experience; (4) how prepared you are to lead seminar discussions when it is your turn to do so; and (5) the timely submission of a well-prepared abstract for your research paper.

SCHEDULING MATTERS FOR FALL 2009: During the week of September 7-11, I will be on assignment with USDA in Washington, D.C. as Panel Manager overseeing the review of 88 proposals in the Agricultural Prosperity for Small and Medium Sized Farms Program. We will not meet as a class that week; that time will be devoted to preliminary work on your research proposals.

In addition, in December I am traveling to Indonesia on behalf of our Dean. Our last scheduled day of class is Thursday, December 3<sup>rd</sup>. I will need to have research papers completed before Thanksgiving and our final exam will be handed out the last day of class, to be turned in no later 10 a.m. on Monday, December 7<sup>th</sup> in order to have grades turned in before I leave for Indonesia on the 8<sup>th</sup> or 9<sup>th</sup>.

FOR BOTH UNDERGRADUATE AND GRADUATE STUDENTS: Course grades will be assigned as a percentage of total course points, where:

- A = 90% and above
- B = 80 to 89.9%
- C = 70 to 79.9%
- D = 60 to 69.9%
- F = 59.9% and below.

READING ASSIGNMENTS  
To be completed by date indicated

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- 18 August      ORIENTATION
- Cromartie, John. 2008. "Defining the 'Rural' in Rural America." *Amber Waves* 6(3):28-34.  
<http://www.ers.usda.gov/AmberWaves/June08/Features/RuralAmerica.htm>
- 20 August      CONTEXT AND ORIGINS
- Peters, S.J. and P.A. Morgan. 2004. "The Country Life Commission: Reconsidering a Milestone in American Agricultural History." *Agricultural History* 78(3): 289-316.  
(e-journal through Auburn Library)
- Gilbert, J. 2009. "Democratizing States and the Use of History." *Rural Sociology* 74(1):3-24.  
(e-journal through Auburn Library)
- 25 August      AN ENGAGED SOCIAL SCIENCE (1)
- Kaufman, Harold F. and Lois C. Kaufman. 1947. Toward the Stabilization and Enrichment of a Forest Community. pp. 27-39 in Lee, Robert G., Donald R. Field, and William R. Burch, Jr. (eds.). 1990. *Community and Forestry: Continuities in the Sociology of Natural Resources*. Boulder: Westview Press. (photocopy)
- Gill, D. 2009. "A 20 Year Research Odyssey: The Exxon Valdez Oil Spill." In McSpirit, S., L. Faltraco, and C. Bailey. 2009. *Confronting Ecological and Community Crisis; University and Community Partnerships in Appalachia and the South*. Under review with University of Kentucky Press. 27 p. (.pdf attachment from instructor)
- 27 August      AN ENGAGED SOCIAL SCIENCE (2)
- Futrell, R., C. Futrell, C. Williams, J. Capillo, E. Crowe, and L. Klefman. 2009. "Expertise and Alliances: How Kentuckians Transformed the U.S. Chemical Weapons Disposal Program." In McSpirit, S., L. Faltraco, and C. Bailey. 2009. *Confronting Ecological and Community Crisis; University and Community Partnerships in Appalachia and the South*. Under review with University of Kentucky Press. 27 p. (.pdf attachment from instructor)
- Tajik, M. 2009. "Environmental Justice from the Roots: Tillery, North Carolina." In McSpirit, S., L. Faltraco, and C. Bailey. 2009. *Confronting Ecological and Community Crisis; University and Community Partnerships in Appalachia and the South*. Under review with University of Kentucky Press. 28 p. (.pdf attachment from instructor)
- 1 September      THE LAND GRANT UNIVERSITY COMPLEX
- Berry, W. 1977. *The Unsettling of America; Culture and Agriculture*. New York: Avon Books. Chapter 8: Jefferson, Morrill, and the Upper Crust (pp. 143-158). (photocopy)

Kloppenborg, J. 2004. *First the Seed; The Political Economy of Plant Biotechnology*. Madison, Wisconsin: University of Wisconsin Press.  
Ch. 2: Science, Agriculture, and Social Change (pp. 19-49) ([photocopy](#))

3 September CONTESTATION

Buttel, Frederick H. 2003. Continuities and Discontinuities in the Transformation of the U.S. Agro-Food System. Pp. 177-189 in David Brown and Louis E. Swanson (eds.), *Challenges for Rural America in the Twenty-First Century*. University Park, PA; Penn State University Press. ([photocopy](#))

Jaffee, Daniel, Jack R. Kloppenburg, Jr., and Mario B. Monroy. 2004. Bringing the "Moral Charge" Home: Fair Trade within the North and within the South. *Rural Sociology* 69(2):169-196. [<e-journal through Auburn Library](#))

**NO CLASS THE WEEK OF SEPTEMBER 7-11  
(ON ASSIGNMENT WITH USDA IN WASHINGTON, D.C.)**

**DRAFT ABSTRACT AND PRELIMINARY REFERENCE SECTION  
FOR RESEARCH PAPER DUE SEPTEMBER 15<sup>TH</sup>**

15 September REMAKING THE NORTH AMERICAN FOOD SYSTEM

Hinrichs, C. C. and T. A. Lyson (eds.). 2007. *Remaking the North American Food System*. Lincoln: University of Nebraska Press.

Hinrichs, C.C. Introduction; Practice and Place in Remaking the Food System (pp. 1-18).

Lyson, T.A. Civic Agriculture and the North American Food System (pp. 19-32)

17 September FARMERS' MARKETS

Hinrichs, C.C. and T. A. Lyson (eds.). 2007. *Remaking the North American Food System*. Lincoln: University of Nebraska Press.

Gillespie, G. et al. Farmers' Markets as Keystones in Rebuilding Local and Regional Food Systems. (pp. 65-83)

Lev, L., G. Stephenson, and L. Brewer. Practical Research Methods to Enhance Farmers' Markets. (pp. 84-98)

22 September FOOD AND COMMUNITY

Hinrichs, C.C. and T.A. Lyson (eds.). 2007. *Remaking the North American Food System*. Lincoln: University of Nebraska Press.

Clancy, K., J. Hammer, and D. Lippoldt. Food Policy Councils; Past, Present, and Future (pp. 121-143)

Thomson, J.S., A.N. Maretzki, and A.H. Harmon. Community-Initiated Dialogue; Strengthening the Community through the Local Food System (pp. 183-200)

24 September LOCAL FOOD

Hinrichs, C.C. and T.A. Lyson (eds.). 2007. *Remaking the North American Food System*. Lincoln: University of Nebraska Press.

Wilkinis, J. Eating Right Here; The Role of Dietary Guidance in Remaking Community-Based Food Systems (pp. 163-182)

Hamm, M.W. Localization in a Global Context; Invigorating Local Communities in Michigan through the Food System (pp. 216-234)

29 September ORGANICS FOR EVERYONE?

Hinrichs, C.C. and T.A. Lyson (eds.). 2007. *Remaking the North American Food System*. Lincoln: University of Nebraska Press.

DeLind, L.B. and J. Bingen. Be Careful What You Wish For; Democratic Challenges and Political Opportunities for the Michigan Organic Community (pp. 298-315).

Blanchard, T.C. and T.L. Matthews. Retail Concentration, Food Deserts, and Food-Disadvantaged Communities in Rural America (pp. 201-215)

1 October RETHINKING ANIMAL AGRICULTURE

Hinrichs, C.C. and T.A. Lyson (eds.). 2007. *Remaking the North American Food System*. Lincoln: University of Nebraska Press.

Stevenson, G.W. and H. Born. The "Red Label" Poultry System in France; Lessons for Renewing an Agriculture-of-the-Middle in the United States (pp. 144-162)

Barham, E. The Lamb that Roared; Origin-Labeled Products as Place-Making Strategy in Charlevoix, Quebec (pp. 277-297).

**FIRST WRITING ASSIGNMENT DISTRIBUTED OCTOBER 1<sup>ST</sup>  
DUE OCTOBER 6<sup>TH</sup>  
(DATES TENTATIVE DEPENDING ON WHERE WE ARE ON READING)**

- 6 October           REMAKING THE NORTH AMERICAN FOOD SYSTEM, CONCLUDED
- Hinrichs, C.C, and T.A. Lyson (eds.). 2007. *Remaking the North American Food System*. Lincoln: University of Nebraska Press.
- Ostrom, M.R. and R.A. Jussaume, Jr. Assessing the Significance of Direct Farmer-Consumer Linkages as a Change Strategy in Washington State; Civic or Opportunistic? (pp. 235-259)
- Maretzki, A.N. and e. Tuckermanty. Community Food Projects and Food System Sustainability (pp. 332-344).
- 8 October           HUMAN AND SOCIAL CAPITAL
- Schulman, M.D. and C. Anderson. 1999. The Dark Side of the Force: A Case Study of Restructuring and Social Capital. *Rural Sociology* 64(3):351-372. <[e-journal from Auburn Libraries](#)>
- Adams, J.P. and C. Bailey. 2009. Impact of Continued Racial Segregation on Social Capital in Three Counties of Alabama's Black Belt. Unpublished manuscript. <.pdf from Bailey>
- 13 October         HUMAN, SOCIAL, AND NATURAL CAPITAL, AND THE PERSISTENCE OF RURAL POVERTY
- Rural Sociological Society Task Force on Persistent Rural Poverty. 1993. *Persistent Poverty in Rural America*. Boulder: Westview.
- Ch. 2: Human Capital, Labor Supply, and Poverty in Rural America (pp. 39-67). <[photocopy](#)>
- Ch. 4: Theories in the Study of Natural Resource-Dependent Communities and Persistent Rural Poverty in the United States (pp. 136-172). <[photocopy](#)>
- 15 October         POVERTY, POWERLESSNESS, AND SOCIAL CAPITAL IN APPALACHIA
- Duncan, C.M. 1999. *Worlds Apart; Why Poverty Persists in Rural America*. New Haven: Yale University Press.
- Foreword by Robert Coles (pp. ix-xii)  
 Preface (xiii-xv)  
 Appendix (pp 209-221; tables and figures)  
 Chapter 1: Blackwell: Rigid Classes and Corrupt Politics in Appalachia's Coal Fields (pp. 1-72).

- 20 October POVERTY, POWERLESSNESS, AND SOCIAL CAPITAL IN THE MISSISSIPPI DELTA
- Duncan, C.M. 1999. *Worlds Apart; Why Poverty Persists in Rural America*. New Haven: Yale University Press.
- Chapter 2: Dahlia: Racial Segregation and Planter Control in the Mississippi Delta (pp. 73-151).
- 22 October POVERTY, SOCIAL CAPITAL, AND EMPOWERMENT IN NEW ENGLAND
- Duncan, C.M. 1999. *Worlds Apart; Why Poverty Persists in Rural America*. New Haven: Yale University Press.
- Chapter 3: Gray Mountain: Equality and Civic Involvement in Northern New England (pp. 152-186).
- Chapter 4: Social Change and Social Policy (pp. 187-208).
- 27 October OUT-MIGRATIONS
- Paige, H.W. 1990. Leave If You Can. Pp. 11-14 in W. Vitek and W. Jackson (eds.), *Rooted in the Land; Essays on Community and People*. New Haven: Yale University Press.  
<photocopy>
- Stack, C.B. 1974. *All Our Kin; Strategies for Survival in a Black Community*. New York: Harper & Row.  
Introduction (xv-xxi). <photocopy>  
Chapter 1: The Flats (1-21). <photocopy>
- 29 October RETURN MIGRATIONS
- Falk, W.W., L.L. Hunt, and M.O. Hunt. 2004. Return Migrations of African-Americans to the South: Reclaiming a Land of Promise, Going Home, or Both? *Rural Sociology* 69(4):490-509. <photocopy>
- Stack, C.B. 1996. *Call to Home; African Americans Reclaim the Rural South*. New York: Basic Books.
- Preface (xi-xix).  
Chapter 1: Burdy=s Bend (pp. 1-16).  
Chapter 2: Unlovable Land (pp. 17-44).

3 November RETURN MIGRATIONS (2)

Stack, C.B. 1996. *Call to Home; African Americans Reclaim the Rural South*. New York: Basic Books.

Chapter 3: Soul Searching (pp. 45-78).

Chapter 4: Miss Pearl's Purse (pp. 79-106).

Chapter 5: Clyde's Dilemma (pp. 107-121).

5 November RETURN MIGRATIONS (3)

Stack, C.B. 1996. *Call to Home; African Americans Reclaim the Rural South*. New York: Basic Books.

Chapter 6: Holding Hands (pp. 122-153).

Chapter 7: Mother=s Day (pp. 153-169).

Chapter 8: Election Day (pp. 170-194).

Afterward (pp. 195-200)

**SECOND WRITING ASSIGNMENT DISTRIBUTED NOVEMBER 5<sup>TH</sup>  
DUE NOVEMBER 10<sup>TH</sup>  
(DATES TENTATIVE DEPENDING ON WHERE WE ARE ON READING)**

10 November SOCIAL ISSUES RELATED TO RURAL HEALTH

Zimmerman, M.K, R. McAdams, and B.P. Halpert. 2004. "Funding Health Services in the Rural United States: Federal Policies and Local Solutions. In: Nina Glasgow, Lois Wright Morton, and Nan E. Johnson (eds.), *Critical Issues in Rural Health*. Ames, IA: Blackwell Publishing. Pp. 211-224. ([E-Reserve](#))

Wallace, R.B., L.A. Grindeanu, and D.J. Cirillo. 2004. "Rural/Urban Contrasts in Population Morbidity Status. In: Nina Glasgow, Lois Wright Morton, and Nan E. Johnson (eds.), *Critical Issues in Rural Health*. Ames, IA: Blackwell Publishing. Pp. 15-26. ([E-Reserve](#))

12 November SOCIAL ISSUES RELATED TO RURAL HEALTH (2)

Hodne, C.J. 2004. "Rural Environmental Health and Industrial Agriculture: A Case Example of Concentrated Animal Feeding Operations." In: Nina Glasgow, Lois Wright Morton, and Nan E. Johnson (eds.), *Critical Issues in Rural Health*. Ames, IA: Blackwell Publishing. Pp. 61-74. ([E-Reserve](#))

Donham, K.J. and A. Thelin. 2006. "Psychosocial Conditions in Agriculture." In: K.J. Donham and A. Thelin (eds.), *Agricultural Medicine; Occupational and Environmental health for the Health Professions*. Ames, IA: Blackwell Publishing. pp. 281-301. ([E-Reserve](#))

17 November SOCIAL ISSUES RELATED TO RURAL HEALTH (3)

Schafft, K.A., E.B. Jensen, and C.C. Hinrichs. 2009. "Food Deserts and Overweight Schoolchildren: Evidence from Pennsylvania." *Rural Sociology* 74(2):153-177. ([e-journal through Auburn Library](#))

Vitale, M., L. Marzan, and C. Bailey. 2008. Geographic Barriers to Primary Health Care Services for Residents in Toombs County, Georgia. ([.pdf attachment from instructor](#))

19 November SOCIAL ISSUES RELATED TO RURAL HEALTH (4)

Wenzel, J., R.H. Steeves, I. Hinton, and R.A. Jones. 2006. Stories of Diagnosis From Rural Blacks with Diabetes. *Family & Community Health* 29(3):206-213.

Hartley, D. 2004. Rural Health Disparities, Population Health, and Rural Culture. *Journal of Public Health* 94(10):1675-1678.

**RESEARCH PAPERS DUE BY 4:45 P.M., FRIDAY, NOVEMBER 20<sup>TH</sup>**

24 November THANKSGIVING HOLIDAY

26 November THANKSGIVING HOLIDAY

1 December SOCIAL ISSUES RELATED TO RURAL HEALTH (5)

American College of Physicians. Rural Primary Care. Position Paper. *Journal of Public Health* 94(10):1675-1678.

Averill, J. 2003. Keys to the Puzzle: Recognizing Strengths in a Rural Community. *Public Health Nursing* 20(6):449-455.

3 December LAST CLASS MEETING: REVIEW AND SYNTHESIS

**FINAL WRITING ASSIGNMENT DISTRIBUTED DECEMBER 3<sup>RD</sup>**

**DUE BY 10 A.M. ON MONDAY DECEMBER 7<sup>TH</sup>**