

RURAL SOCIOLOGY

RSOC 5610 / 6610

Tuesday & Thursday 12:15-1:45 p.m.
Fall 2005

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: persistent rural poverty, social capital, rural industrialization, and migration. This will be followed by readings and discussion on the history of rural radicalism. Research papers will be presented before Thanksgiving break. The last three class periods will be devoted to a topic to be developed in consultation with class participants. The default position will be to address the topic of food (i.e., the slow food movement, community supported agriculture, and origin-labeled foods as a community development strategy).

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 cbailey@acesag.auburn.edu
313A Comer Hall <http://www.ag.auburn.edu/~cbailey>
844-5632

OFFICE HOURS: By appointment or chance. Normally in office Monday-Friday by 8:00 a.m. Drop-ins welcome, but I recommend setting an appointment in advance.

TEXTS: 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.

Stock, Catherine McNicol. 1996. *Rural Radicals; From Bacon's Rebellion to the Oklahoma City Bombing*. New York: Penguin Books.

SUPPLEMENTAL READINGS: Additional readings will be available in the form of materials available at the Reserve Desk of RBD library. Alternatively, you may borrow the instructor's copy of the supplemental readings to copy.

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. The final writing assignment will be distributed on December 9th. Students who wish to write their final assignment during the scheduled time for the final exam may do so. You may alternatively turn in your final assignment on or before that time.

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.

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. Both undergraduate and graduate students will present their research papers to the class the week before Thanksgiving. Presentations are to be limited to 15 minutes, leaving time for discussion by the group. Final research papers are due on December 1st. This will allow for incorporation of comments and ideas stemming from the presentation.

Students are required to submit a brief abstract of their proposed research along with a preliminary set of references on September 15th. You are strongly encouraged to set a time in advance of that date to discuss your topic with me. This preliminary material will not be graded. 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.

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.

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. Students are encouraged to share notes, insights and ideas while preparing to write their own essay exam answers and research papers. However, each student is required to write their exams and their research paper on their own. Please be aware that the instructor knows how to use the internet to identify research papers that are not the product of original work. If anyone has a question regarding the meaning of the word "plagiarism" they are encouraged to seek guidance from the instructor.

EVALUATION FOR UNDERGRADUATE STUDENTS: 440 course points. Each of the three writing assignments 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) how effective you were in presenting your research paper.

EVALUATION FOR GRADUATE STUDENTS: 550 course points. Each of the three writing assignments 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) how effective you were in presenting your research paper.

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.

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 as soon as possible.

READING ASSIGNMENTS
To be completed by date indicated

18 August ORIENTATION

23 August ORIGINS

Gillette, John Morris. 1922. *Rural Sociology*. New York: The MacMillan Company. Chapter 1: Rural Sociology as a Science (pp. 3-15).

Sims, Newell LeRoy. 1940. *Elements of Rural Sociology*. Third Edition. New York: Thomas Y. Crowell Co.

Chapter 1: "Rural Society and Sociology" (pp. 3-23).

Kaufman, Harold F. and Lois C. Kaufman. 1947. "Toward the Stabilization and Enrichment of a Forest Community." pp. 27-40 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.

25 August ADOPTION AND DIFFUSION OF INNOVATIONS

Rogers, Everett M. 1983 [1962]. *Diffusion of Innovations*. Third Edition. New York: Free Press.

Chapter 1: "Elements of Diffusion" (pp. 1-37).

Chapter 7: "Innovativeness and Adopter Categories" (pp. 241-265).

30 August IMPACTS OF TECHNOLOGICAL CHANGE

Cottrell, W.F. 1951. "Death by dieselization: a case study in the reaction to technological change." *American Sociological Review* 16:358-65.

Bailey, Conner. 1985. "The Blue Revolution: The Impact of Technological Innovation on Third-World Fisheries." *The Rural Sociologist* 5(4):259-266.

Bailey, Conner, Peter R. Sinclair, and Mark R. Dubois. 2004. "Future Forests: Forecasting Social and Ecological Consequences of Genetic Engineering." *Society and Natural Resources* 17:641-650.

1 September THE LAND GRANT UNIVERSITY COMPLEX

Berry, Wendell. 1977. *The Unsettling of America; Culture and Agriculture*. New York: Avon Books.

Chapter 8: "Jefferson, Morrill, and the Upper Crust" (pp. 143-158).

Hightower, Jim. 1978. *Hard Tomatoes, Hard Times; A Report of the Agribusiness Accountability Project on the Failure of America's Land Grant College Complex*. Rochester, VT: Schenkman Books.

Introduction: "The Obvious Failure" (pp. 1-7).

Chapter 1: "An Overview of the Land Grant College Complex" (pp. 8-20).

Chapter 2: "Hard Tomatoes, Hard Times: Another View of Land Grant College Research" (pp. 21-50).

6 September POLITICAL ECONOMY OF AGRICULTURE AND FOOD

Heffernan, William D. and Douglas H. Constance. 1994. "Transnational Corporations and the Globalization of the Food System." Pp. 29-51 in Alessandro Bonanno, Lawrence Busch, William Friedland, Lourdes Gouveia, and Enzo Mingione (eds.), *From Columbus to ConAgra: The Globalization of Agriculture and Food*. Lawrence: University of Kansas Press.

Busch, Lawrence. 1994. "The State of Agricultural Science and the Agricultural Science of the State." Pp. 69-84 in Alessandro Bonanno, Lawrence Busch, William Friedland, Lourdes Gouveia, and Enzo Mingione (eds.), *From Columbus to ConAgra: The Globalization of Agriculture and Food*. Lawrence: University of Kansas Press.

8 September POLITICAL ECONOMY OF AGRICULTURE AND FOOD

Gouveia, Lourdes. 1994. "Global Strategies and Local Linkages: The Case of the U.S. Meatpacking Industry." Pp. 125-148 in Alessandro Bonanno, Lawrence Busch, William Friedland, Lourdes Gouveia, and Enzo Mingione (eds.), *From Columbus to ConAgra: The Globalization of Agriculture and Food*. Lawrence: University of Kansas Press.

Friedland, William H. 1994. "The New Globalization: The Case of Fresh Produce." Pp. 210-231 in Alessandro Bonanno, Lawrence Busch, William Friedland, Lourdes Gouveia, and Enzo Mingione (eds.), *From Columbus to ConAgra: The Globalization of Agriculture and Food*. Lawrence: University of Kansas Press.

13 September POVERTY, POWERLESSNESS, AND SOCIAL CAPITAL IN APPALACHIA

Duncan, Cynthia 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).

- 15 September POVERTY, POWERLESSNESS, AND SOCIAL CAPITAL IN THE MISSISSIPPI DELTA
- Duncan, Cynthia 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).

**DRAFT ABSTRACT AND PRELIMINARY REFERENCE SECTION
FOR RESEARCH PAPER DUE SEPTEMBER 15TH**

- 20 September SOCIAL CAPITAL AND EDUCATION AS FACTORS IN COMMUNITY DEVELOPMENT
- Flora, Jan L. 1998. "Social Capital and Communities of Place." *Rural Sociology* 63(4):481-506.
- Schulman, Michael D. and Cynthia Anderson. 1999. "The Dark Side of the Force: A Case Study of Restructuring and Social Capital." *Rural Sociology* 64(3):351-372.
- Rural Sociological Society Task Force on Persistent Rural Poverty. 1993. *Persistent Poverty in Rural America*. Boulder: Westview.
- Chapter 2: Human Capital, Labor Supply, and Poverty in Rural America (pp. 39-67).

- 22 September POVERTY, SOCIAL CAPITAL, AND EMPOWERMENT IN NEW ENGLAND
- Duncan, Cynthia 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).

**FIRST WRITING ASSIGNMENT DISTRIBUTED SEPTEMBER 22ND
DUE SEPTEMBER 27TH**

- 27 September RESOURCES, RESOURCE DEPENDENCY, AND POVERTY
- Rural Sociological Society. 1993. Theories in the Study of Natural Resource-Dependent Communities and Persistent Rural Poverty in the United States. Pp. 136-172, in Task Force on Persistent Rural Poverty, Rural Sociological Society, *Persistent Poverty in Rural America*. Boulder: Westview.
- West, Patrick. 1994. Natural Resources and the Persistence of Rural Poverty in America: A Weberian Perspective on the Role of Power, Domination, and Natural Resource Dependency. *Society and Natural Resources* 7:415-427.
- 29 September RURAL INDUSTRIALIZATION: EMERGENCE OF THE SOUTH'S TEXTILE INDUSTRY

Schulman, Michael D. and Jeffrey Leiter. 1991. "Southern Textiles: Contested Puzzles and Continuing Paradoxes." Pp. 3-17 in Jeffrey Leiter, Michael D. Schulman, and Rhonda Zingraff (eds.) *Hanging by a Thread; Social Change in Southern Textiles*. Ithaca: Cornell University Press.

Simon, Bryant. 1991. "Choosing between the Ham and the Union: Paternalism in the Cone Mills of Greensboro, 1925-1930." Pp. 81-100 in Jeffrey Leiter, Michael D. Schulman, and Rhonda Zingraff (eds.) *Hanging by a Thread; Social Change in Southern Textiles*. Ithaca: Cornell University Press.

4 October TEXTILE UNIONS

Public Broadcasting System. "The Uprising of 1934." Point of View, Documentary.

6 October RURAL INDUSTRIALIZATION: DECLINE OF THE SOUTH'S TEXTILE INDUSTRY

Bonham, Julia C. 1991. Robotics, Electronics, and the American Textile Industry. Pp. 163-180 in Jeffrey Leiter, Michael D. Schulman, and Rhonda Zingraff (eds.) *Hanging by a Thread; Social Change in Southern Textiles*. Ithaca: Cornell University Press.

Gaventa, John and Barbara E. Smith. 1991. The Deindustrialization of the Textile South: A Case Study. Pp. 181-196 in Jeffrey Leiter, Michael D. Schulman, and Rhonda Zingraff (eds.) *Hanging by a Thread; Social Change in Southern Textiles*. Ithaca: Cornell University Press.

11 October MIGRATIONS

Paige, Harry W. 1990. "Leave If You Can." Pp. 11-14 in William Vitek and Wes Jackson (eds.), *Rooted in the Land; Essays on Community and People*. New Haven: Yale University Press.

Stack, Carol B. 1974. *All Our Kin; Strategies for Survival in a Black Community*. New York: Harper & Row.

Introduction (xv-xxi).

Chapter 1: The Flats (1-21).

Stack, Carol 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).

- 13 October MIGRATIONS (2)
- Stack, Carol 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).
- 18 October MIGRATIONS (3)
- Stack, Carol 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)
- 20 October CHANGE AND CONTINUITY IN EAST TEXAS
- Finnegan, William. 1999. *Cold New World*. New York: Modern Library.
"Deep East Texas" (pp. 93-139).
- 25 October CHANGE AND CONTINUITY IN EAST TEXAS (2)
- Finnegan, William. 1999. *Cold New World*. New York: Modern Library.
"Deep East Texas" (pp. 140-208).
- SECOND WRITING ASSIGNMENT DISTRIBUTED OCTOBER 23RD
DUE OCTOBER 28TH**
- 27 October Stock, Catherine McNicol. 1996. *Rural Radicals; From Bacon's Rebellion to the Oklahoma City Bombing*. New York: Penguin.
- Introduction: "American Radicalism—Left, Right, and Rural" (pp. 1-14).
Chapter 1: "The Politics of Producerism" (pp. 15-86).
- 1 November Stock, Catherine McNicol. 1996. *Rural Radicals; From Bacon's Rebellion to the Oklahoma City Bombing*. New York: Penguin.
- Chapter 2: "The Culture of Vigilantism" (pp. 87-142).
- 3 November Stock, Catherine McNicol. 1996. *Rural Radicals; From Bacon's Rebellion to the Oklahoma City*

Bombing. New York: Penguin.

Chapter 3: "Rural Radicalism in our Time" (pp. 143-176).

8 November	MATEWON (film)
10 November	PRESENTATIONS OF RESEARCH PAPERS
15 November	PRESENTATIONS OF RESEARCH PAPERS
17 November	PRESENTATIONS OF RESEARCH PAPERS
22 November	THANKSGIVING HOLIDAY
24 November	THANKSGIVING HOLIDAY
29 November	TBA: last five class periods to be developed in response to student interest.
1 December	TBA: last five class periods to be developed in response to student interest.
6 December	TBA last five class periods to be developed in response to student interest.

RESEARCH PAPERS DUE DECEMBER 1ST

**FINAL WRITING ASSIGNMENT DISTRIBUTED DECEMBER 1ST
DUE DECEMBER 6TH**

**FINAL EXAM PERIOD:
FRIDAY, DECEMBER 9TH, 5:00 – 7:30 p.m.**

Grades due: 11:00 a.m. December 12th