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**Rural Sociology
(Sociology/Environmental Studies 313-001C)
Syllabus**

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Rural Sociology

Class Meets: MWF 10:20–11:20am, Sage 4215

Instructor: Paul Van Auken, Ph.D.; vanaukep@uwosh.edu

Office phone: 424-2038

Office location: Sage 4607

Please come visit during office hours W 1:25-2:25pm,

T/TH 11:15-12:15, other times by appointment

“Many people imagine a rural America characterized by farming, homogeneous cultures, and close-knit communities. In reality, rural communities differ more among themselves than they do, on average, from urban areas.” Flora and Flora

Course Description:

While many of the issues found therein are universal, the social world turns in specific places. All places have particular features (geographical, demographic, political, economic, etc.) that determine what occurs there.

In recent decades, our world has become an urban one, and rural places have diminished in importance, at least in popular perception. Yet, for many reasons, rural places are vital and sociologically interesting. This course will focus on social interaction, social change, and social problems that occur in rural places around the globe, with a special focus on Wisconsin. It will cover topics including community, agriculture, immigration and demographic change, consumption and the environment, and what it's like to live in rural Wisconsin in this modern age.

Through reading, discussion, and a semester-long case study project that you will undertake, we will strive to gain a better understanding of rural places and rural people, in historical context and via current affairs.

Course Learning Objectives and Outcomes:

Objective	Outcome
<i>Be engaged in your learning.</i>	Demonstrate this by being in class, putting in the time and effort, and enthusiastically participating in the class.
<i>Increase your awareness of the fascinating array of issues examined in rural sociology and the different ways of looking at them.</i>	Demonstrate progress toward this objective through thoughtful participation in class and performance on assignments.
<i>Understand, develop, and utilize your sociological imagination in exploring these issues.</i>	Demonstrate progress by applying sociological imagination in your class discussion and assignments.
<i>Learn key rural sociology concepts to help develop an informed understanding of important social and environmental issues, including sustainability.</i>	Demonstrate progress through success on quizzes, assignments, and by referencing appropriate concepts during class discussion.

Objective	Outcome
<i>Refine your critical thinking skills and broaden your worldview.</i>	Demonstrate progress by seriously considering multiple viewpoints in class discussions and assignments, and recognizing and attempting to move past stereotypes.
<i>Increase active learning by applying course material to real world situations, and develop research skills.</i>	Demonstrate this through participation in in-class discussion and application to your assignments, particularly your semester-long case study.
<i>Refine your writing and oral communication skills.</i>	Demonstrate this through your papers, participation in general in-class discussion, and presenting your learning outcomes.
<i>Enhance your ability to work in a small group.</i>	Demonstrate this through effective participation in regular group discussions and group work.
These learning outcomes are consistent with UWO's established Essential Learning Outcomes (found here: http://tinyurl.com/nxcsedz) and the values of liberal education, a philosophy of education that empowers individuals with broad knowledge and transferable skills, and strong values, ethics, and civic engagement.	

Reading: You have three required books for this course. These books are listed below in the ASA reference format you will use in this course. Additional readings are provided on electronic reserve (ER) and via links in the course schedule.

Required Books (found at UWO bookstore):

Apps, Jerry. 2008. *Old Farm: A History*. Madison, WI: Wisconsin Historical Society Press.

Flora, Cornelia Butler and Jan Flora. 2013. *Rural Communities: Legacy + Change* (4th ed.). Boulder, CO: Westview Press.

Perry, Michael. 2007. *Population: 485: Meeting your Neighbors One Siren at a Time*. New York: Harper Collins.

*Note: To access Titan Files links, use the same user name and password you use for Titan Mail. If you have trouble logging in, email Academic Computing at acshelp@uwosh.edu If some readings do not open when you click the link, try copying and pasting the URL into your browser and/or try another browser instead. If all else fails, email me and I'll send you the article.

**Note: You will see that I have listed a number of Recommended Readings on the course schedule below; they are just that (*recommended*); I provide them so you can dig further into topics you find interesting as you so choose, to help you add readings to your literature review, and provide additional options for reading responses.

Recommended Books: see page 13

Assignments and Grading:

Semester Project and Learning Reports: 140 points
Participation: 50 points
Book Review: 25 points
Inter-Teach Prep Guides: 25
Reading Responses: 20 points
Pop Quizzes and other in-class work, D2L discussions: 10 points
Group Discussion Leadership: 10 points

This is a total of 280 points. There will be no curve. Points earned on each assignment will be posted on D2L as we move along in the semester.

A	92.5-100%
A-	90.0-92.49
B+	87.5-89.99
B	82.5-87.49
B-	80.0-82.49
C+	77.5-79.99
C	72.5-77.49
C-	70.0-72.49
D+	67.5-69.99
D	62.5-67.49
D-	60.00-62.49
F	0-59.99

Grade Interpretation

- A – Indicates truly superior work and active participation in the learning environment. Students at this level demonstrate an ability to think critically in oral and written form, integrate concepts and theories, level of knowledge relevant to the course that is beyond expectations and far above average, and the ability to use this knowledge in unfamiliar situations.
- B – Demonstrates a level of knowledge relevant to the course that is beyond expectations and above average. Will be able to use and extend this knowledge in some situations.
- C – Demonstrates an acceptable and average level of knowledge relevant to the course in terms of familiarity with readings, integration of concepts and theories, level of critical thinking, and active participation. Students at this level should be able to continue learning in this field of study.
- D – Demonstrates less than satisfactory performance in the course requirements and barely adequate level of knowledge relevant to the course. Unlikely to be able to apply knowledge, nor successfully continue studies in this direction.
- F – Demonstrates insufficient knowledge to be given credit for this course, and/or dismal performance and no class participation.

*Note: Your ability to follow directions, demonstrate effort and engagement with the material, think critically and communicate clearly, and practice proper citation (using ASA style—use the *Writing and Citation Guide* -- <http://www.uwosh.edu/sociology/student-information/sociology-writing-citation-guide/Writing%20-%20Citation%20Guide/view>) will be key criteria for grading all assignments.



Semester Project and Learning Reports: The semester project is designed to get you out into the field, to “get the seat of your pants dirty” as an active rural sociologist. As you go along, you will also be completing Learning Reports (LR) through which you will express what you are learning in and out of the classroom.

This project is designed to help you gain a first-hand understanding of one or more key issues in rural sociology by

asking you to either immerse yourself in research. Active learning through community-based projects like this is considered one of several “high impact practices” that have been found to be beneficial to learning for students from many backgrounds (go here for more info: <http://www.aacu.org/leap/hip.cfm>).

Your work will culminate in the final reflection project. It will be a multi-mode, multi-media (paper and presentations, with emphasis upon images you take/collect). You will build towards your final project incrementally throughout the semester by providing your initial take on rural life and issues in LR1 and incorporating what you learn into LRs 2 and 3, through which you will reflect upon what you learned during that module from the reading and in-class discussion, along with your semester project work.

The semester project will explore three interrelated trends related to our food system that are taking place in the rural U.S., including Wisconsin: the rise of large-scale industrialized agriculture and the simultaneous increase in popularity of community-supported agriculture and small-scale farms, and the loss of mid-sized family farms. You will complete your project incrementally based on various assignments that will be due throughout the semester. Early on, the class will be divided into research/discussion groups of 3-4 students each, who together will focus upon one of the three areas mentioned above. Your group will choose one particular farm from the categories of 1) large-scale, confined animal feeding operation (CAFO), 2a) mid-sized, traditional (non-organic) dairy farm, 2b) mid-sized, certified organic dairy farm, or 3) small-scale, direct-to-consumers sales-type farm. You will do a case study on it, each conducting one interview with someone from that farm and their network, following their product(s) from the farm to the consumer, etc. The interviews will contribute to a new, statewide, collaborative research project about Wisconsin farm and rural life; this should add an exciting practical dimension to the project.

If you wish to have some choice in the matter, you will need to email me your first and second choices for the type of farm upon which you wish to focus by Sunday, February 9, and I will use these preferences to create the groups. I will want to have groups studying each category, so will shift people around accordingly. Once groups are formed, I will give you suggestions regarding specific farms and you will decide as a group, along with creating a group contract that lays out your group's expectations.

We will take two field trips together as a class, one in the beginning and one at the end of the semester, and you will be expected to spend additional time in the field for the project.

Here are the specific assignments:

- *Group Contract* (expectations, plans, and rules your group will live by): due February 17, 5 points
- *Learning Reports* (reactions to images and reflections upon what you've learned to that point): February 10 (5 pts), March 14 (15 pts), April 21 (25 points)
- *Journal Entry* (brief online project update): Due on D2L between March 1 and May 1 (see handbook for specific instructions), 5 pts
- *Group Debate* (in-class debate in which your group will have to defend your type of farm in response to questions related to economic viability, sustainability, etc.): April 11, 15 pts
- *Final Project* [you will produce a non-paper final product (e.g. photo essay, poster, comic book, short film, etc.) that conveys the most important things you've learned this semester]: presentations in class on May 7, 9, 12, 14, and 16, 35 pts
- *Final Reflection Paper* (final paper that presents your final reflections on what you learned this semester, as well as your thesis about your semester project and supports it with your own data and reflections about the experience): May 16, 35 pts

Multiple due dates are set to help you make systematic and thoughtful progress on your project. See D2L Content for the *Semester Project Handbook*, which provides details on each individual assignment and the project overall.

Participation: I expect you to attend class (attendance will be taken) and come prepared to engage in thoughtful discussion of the material and demonstrate what you are learning. Therefore, I will determine 25 points of your grade based on your attendance and participation in class debates and discussions.

The UWO student handbook indicates that all students are expected to attend class and are responsible for all course material. Research and experience shows that class attendance and performance are closely related, and success in college depends upon you taking responsibility for your education. You will give yourself up to 15 points, via the aggregate of your weekly self-evaluation reports. *Print 15 of the forms from D2L and have them in your folder; you'll be given a few minutes in class to fill out each one.* *It is important that you be in class; talk to me ASAP if issues arise. See page D2L Content for policy regarding Excused Absences.

Finally, because collaborative work is also considered a high impact practice, you will do a good deal of in-class discussion and group research work in your Research/Discussion Group, which will be created during the second week of class. Up to 10 points will be awarded based on the average of the scores given you by the peers in your group, based on their evaluation of your participation in group work and contribution to discussion. You will receive a 0 for this component if you fail to turn in the form.

Book Review: You will complete a roughly 3-4 typed double-spaced pages review of the Michael Perry book worth 25 points. You will need to read the entire book to do well. You will have occasional class time to discuss this book in your

group. I encourage collaboration throughout the review process, but you must write the paper alone. Guidelines are found on D2L Content and you will want to start reading the book right away. Book review paper is **due April 30**.

Inter-Teach Prep Guides: For five of our class meetings, as specified in the Course Schedule below, you will come to class with typed responses to a 5-point worksheet that will serve as the "prep guide" for the Inter-Teach sessions you will conduct with your group members. The purpose of this process is to encourage you to complete the reading and retain the information, as you will teach each other the material during these sessions, which will utilize a substantial portion of the class time. You will also evaluate your and your peers' contribution to each session, filling out a form at its conclusion that is part of the prep guide.

Reading Responses (RR): RR are designed to help you focus on the readings, develop your critical thinking and writing skills, and help you learn how to do a literature review. They are worth 10 points each and should be submitted to the dropbox on D2L that corresponds to the number RR it is for you; i.e. if it is your first one, put it in RR1. You will choose when to submit them, but you can only do one RR per date on the syllabus. They must be in response to readings *other than* the required texts (but can include Recommended Readings)

Use the *RR Framework* and the *sample RR* (both found on D2L Content) as a guide for your RRs; You should write in complete sentences and paragraph form.

You are required to do a total of two RR. *For your first RR*, you will bring a hard copy to a meeting with me that you schedule prior to its due date on the syllabus, and by March 1. Your responses should be 2-3 double-spaced pages long. RRs are due by 11:59pm on the day prior to when the readings will be discussed. RR 2 can be about a film, due by midnight the night prior to the next class. You choose when to do RR 2.

*NOTE: If you submit more than two RRs, I will drop your lowest score(s) at the end (this is why there are 3 RR dropboxes).

Group Discussion Leadership (DL): Your group will choose a particular topic from the Perry book and lead a 10-minute discussion of it on May 2. It will be worth up to 10 points for group members who are present.

In-class work and D2L responses: To encourage you to keep up with the reading and to retain the information, there may be a pop quiz or two and other graded in-class work, and you may be asked to write graded responses to discussion questions on D2L Discussions.

Submitting work: Unless otherwise instructed, you will submit all your written work to a dropbox on D2L. Review and edit your work carefully before you turn it in, as I will dock points for typos/editing issues (including citation) in your formal written assignments. Use the *Writing and Citation Guide* (found on D2L) for your work, and if you could use some help with your writing, the Writing Center is there to help you.

*After you submit an assignment to D2L, check that it has uploaded correctly. Then, check back, as I will leave feedback within your document or put comments in the D2L dropbox.

Extra Credit: You will have the opportunity to earn up to 5 points extra credit by either: 1) attending a relevant event/presentation and submitting a 1-2 double-spaced page reaction to the event (briefly summarize what the event entailed and how you felt about it) and how it relates to specific issues covered in class; 2) writing (and having published) a letter-to-the-editor to a local or national newspaper about a topic that relates to our class and turning in a copy of the published version; or 3) spending at least one hour volunteering at a nonprofit, charitable organization, doing extra volunteer work, above and beyond what you might be doing for some other purpose (including your semester project in this class). Then write 1-2 double-spaced page paper about the experience and how it relates to our class and turn in a signed note, on the letterhead of the organization, from the organization's staff person who supervised you during your volunteer time, briefly confirming the date and time that you were there and what you did;

You can earn up to 10 points extra credit by reading and writing a book review of one of the Recommended Books.

*Note: You are limited to one of the above and are not guaranteed points; they will be awarded based on relevance, thoughtfulness of writing in terms of describing your reaction and making connections to class. Due via D2L by class time on 5/10.

Professor's Philosophy -- I strongly believe in:

- Tell me, I will forget. Show me, I may remember. *Involve* me, I will understand...and may want to do something about it.
- The idea that the difference between excellence and mediocrity is often attention to detail.
- High expectations—along with support and accountability—encourage high achievement.
- Exposing oneself to new people, places, and situations is critical to becoming a well-rounded person and developing a sociological imagination. Keep this in mind throughout the course.
- Putting a lot of information in the syllabus.

Ground Rules, Tips for Success, and Resources

- I want you to do well in this class (that's my primary goal). I also want you to come talk to me in my office or after class, if you are confused, have questions, concerns, or ideas to bounce off of me. So, please do it!
- Lively discussion will be encouraged, but you will be expected to show respect for the opinions and ideas of others.
- UWO is committed to providing reasonable accommodation for students with disabilities. Please contact the Disability Services [Dean of Students Office, 125 Dempsey Hall, 424-3100 (Voice), 424-1319 (TTY)] for the University's accommodation request form and documentation requirements or visit their website at: <http://www.uwosh.edu/dean/disabilities.htm>. Information related to an individual's accommodation request and/or arrangements will be confidential and will be shared with relevant University personnel or offices on a "need to know" basis. Otherwise, please let me know ASAP if you have any special needs that I should be aware of.
- **Make sure your phones/devices are turned off and put away.** If yours rings or you are texting in class, I'll count you absent.
- *Laptops* will not be allowed to be used during class.
- *Emails:* Read the emails you get from me in your Titan Apps account, as this is official course communication. Feel free to email me when you have questions about assignments and to

- schedule a meeting for a time during my office hours. I am very responsive via email, but please use common sense in terms of your frequency of emailing and expectations for responses from me. Also, please use good email etiquette: start your email with a proper salutation (for example: Hello, Paul.), write in complete sentences, end with a proper closing, etc.; if you do not, do not expect a response.
- *Academic misconduct* will not be tolerated. You must do your own work and properly cite ideas you get from things you read. Early in the semester we will talk about proper citation and plagiarism so we're all on the same page. UWO rules: <http://www.uwosh.edu/deanofstudents/university-polices-procedures>.
- If you are unfamiliar with D2L, don't fret – it's easy once you get the hang of it. Ask a classmate to show you how to use it, or come see me ASAP.
- *Newspapers:* I encourage you to read newspapers daily to stay abreast of current events and issues. Titan Readership (vending machines in Polk and Reeve that give you access to newspapers with your student ID card) makes this simple.
- *Early Alert:* After the third week, you will receive a grade for your overall progress in the course. This process is called "Early Alert." You will receive this information by email during the 5th week of classes to help you evaluate your study skills and your class attendance to know whether you're on the right track.
- All UWO students are eligible for one-to-one conferencing at the *Writing Center*. Their free, confidential tutoring is designed to help students work through assignments and gain additional writing skills. Trained peer consultants can assist students at any stage of the composition process, from brainstorming for topics to fine-tuning a final draft. They will assist students with issues like grammar and mechanics not by marking up the paper, but by helping students identify patterns of error and helping them learn how to avoid those errors. The Writing Center now offers e-mail tutoring to online and distance education students. More information can be found at <http://www.uwosh.edu/wcenter>. The Writing Center is located in the academic support suite of the Student Success Center (729 Elmwood Blvd., Ste. 102 • wcenter@uwosh.edu • 920-424-1152).
- *The Center for Academic Resources* (CAR) provides free, confidential tutoring for students in most classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Content Tutoring page on CAR's website (www.uwosh.edu/car) for a list of tutors. If your course is not listed, click on a link to request one, stop by SSC 102 or call 424-2290. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet. Tutoring takes place in SSC 102. The Center for Academic Resources also provides support to students through Supplemental Instruction (SI) and the Peer Educator program. Visit the website for more information.
- We want you to be successful. Please visit this page to read about tutoring and all the campus services available to support your success: <http://www.uwosh.edu/home/resources>.
- *Late Assignment Policy:* All assignments are due on the specified date. Except in cases of individual and family emergencies, assignments turned in late will receive a 10% per day point reduction for each day they are late.
 - o Grades of Incomplete are reserved for those students who have completed a substantial portion of their coursework and for reasons outside their control cannot complete the remaining assignments. When grades of incomplete are given, it remains the students' responsibility to fulfill the course requirements within the time period established by UWO.

Course Outline¹

Week 1:

*February 3 session: Please print, read thoroughly, and bring your syllabus to class.

*February 5 – Please complete *prior* to this session:

- Read George Orwell, “Politics and the English Language” (found here: http://orwell.ru/library/essays/politics/english/e_polit)
- Read Graff & Birkenstein, “Introduction: Entering the Conversation” [ER]
- Read a short excerpt from C. Wright Mills’s classic book about *Sociological Imagination* (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-1441295_1-t_99PwF5NA)

**Recommended Reading:*

- *Writing and Citation Guide* (found here: <http://www.uwosh.edu/sociology/student-information/sociology-writing-citation-guide/Writing%20-%20Citation%20Guide/view>)
- Some discussion about the continued relevance of sociological imagination, 50 years after publication (found here: <http://www.ssrc.org/features/view/the-sociological-imagination-50-years-later-reflections-by-craig-calhoun/>)

MODULE 1 – Introduction to Rurality and the Community Capitals Framework

*February 7 – Please complete *prior* to this session:

- At least skim this article, so you understand his framework of the “rural plural” (the *Ideal Rural* and the *Material Rural*): Bell, “The Two-ness of Rural Life and the ends of Rural Scholarship” (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-1436912_1-t_B09HvktU)
- Read Johnson, “Demographic Trends in Rural and Small Town America” (found here: http://www.carseyinstitute.unh.edu/publications/Report_Demographics.pdf)

Week 2:

*February 10 – Please complete prior to this session:

- Read Chapter 1 in Flora & Flora (F&F)
- Read Newton, “Localism is the cornerstone of environmentalism in the 21st century” (found here: <http://www.theguardian.com/environment/2013/sep/18/localism-cornerstone-environmentalism>)
- **Learning Report 1 Due [via D2L by classtime]**; email first and second farm type choices by midnight on Feb 9

**Recommended Reading:*

- Hamilton, Hamilton, Duncan, and Colocousis, *Place Matters* (found here: http://www.carseyinstitute.unh.edu/publications/Report_PlaceMatters.pdf)

MODULE 2 – Natural Capital and Agriculture

*February 12 – Please complete prior to this session:

- Read Chapter 2 in F&F
- Read Van Auken, “A Bioregional Barbecue” (in *Van Auken Scene Columns*; found on D2L Content under readings)
- **Inter-Teach Prep Guide 1**

**Recommended Reading:*

- Behm “Land trust to donate Slinger-area farm with glacial formations for state park” (short newspaper article found here: <http://www.jsonline.com/news/wisconsin/38680702.html>)
- Egan, “In Lake Michigan, resilient whitefish, fishermen fight for a comeback” (found here: <http://www.jsonline.com/news/wisconsin/127918098.html>)
- Yardley, “Removing Barriers to Salmon Migration” (<http://www.nytimes.com/2011/07/30/us/30dam.html?hpw>)

*February 14 – LAB [*this means we’re watching a film or otherwise doing something different*]

Week 3:

*February 17 – Please complete prior to this session:

¹ Subject to change

- Read Midkiff – Intro: “Get Big or Get out” [ER]
- Read USDA’s “Structure and Finances of U.S. Farms: 2010 Family Farm Report (Read Intro, skim further and keep as resource going forward; found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-2617329_1-t_AoRoPeDB)

*February 19 – Please complete prior to this session:

- Read Wisconsin Historical Society, “The Rise of Dairy Farming” (short history found here: http://www.wisconsinhistory.org/turningpoints/tp-028/?action=more_essay)
- Read Mitchell, “Wisconsin farm income set a record last year, but high grain prices cut into dairy profits” (found here: <http://news.cals.wisc.edu/agriculture/2012/01/25/wisconsin-farm-income-set-a-record-last-year-but-high-grain-prices-cut-into-dairy-profits/>)
- Read Bates, “Female farmers often take a smaller, educational approach, report says” (found here: <http://www.jsonline.com/features/food/women-farming-the-land-b9964131z1-218406381.html>)

**Recommended Reading:*

- Explore the Wisconsin Milk Marketing Board’s website (<http://www.wisdairy.com/OtherDairyProductInfo/DairyStatistics.aspx>)

*February 21 – Please complete prior to this session:

- Read Greenaway, “The Good Food News of 2011” (found here: <http://grist.org/food/2011-12-22-the-good-food-news-of-2011/>)
- Read Hembd et al., “Innovative Farming” [ER]
- Read Southeast Wisconsin Immigrant Farming Initiative (brief description found here: http://www.immigrantfarming.org/webapp_2877333/Southeast_Wisconsin_Immigrant_Farming_Initiative)
- Read, Derby, “Hmong Presence Growing at Farmers’ Market” (found here: http://host.madison.com/wsj/news/local/article_9097ee26-9669-11df-86d6-001cc4c002e0.html)

Recommended Reading:

- Explore the Organic Valley website (<http://www.organicvalley.coop/>)
- “Organic Can Feed the World, Claims Report”, (found here: http://www.farmersguardian.com/home/business/business-news/organic-can-feed-the-world-claims-report/36461_article)
- Bittman, “New Farmers Find Their Footing” (found here: <http://opinionator.blogs.nytimes.com/2011/08/16/new-farmers-find-their-footing/?hp>)
- Rathke, “Group Presents Plan to Boost State’s Farm and Food Economy” (found here: <http://www.cornucopia.org/2011/01/group-presents-plan-to-boost-states-farm-and-food-economy/>)
- Johnson, “Schools Restore Fresh Cooking to the Cafeteria” (found here: <http://www.nytimes.com/2011/08/17/education/17lunch.html>)

Week 4:

*February 24 – Please complete prior to this session:

- Read about CSA and explore the rest of LocalHarvest’s website (<http://www.localharvest.org/csa/>)
- Read Chapter 11 in *Fighting for the Farm* [ER]
- Read Lappe, “The Climate Crisis on our Plates” [ER]

Recommended Reading:

- Explore the *Farm Fresh Atlas of Eastern Wisconsin* (found online: <http://www.farmfresheatwi.org/files/atlas.pdf>)

*February 26

- Read Berry, “Solving for a Pattern” [ER]
- Read Greenaway, “The Bad Food News of 2011” (found here: <http://grist.org/food/2011-12-27-the-bad-food-news-of-2011/>)
- Read Johnson, “Sketchy Food Policy: Exploring our Broken Food System in Cartoons” (found here: <http://grist.org/food/sketchy-food-policy-exploring-our-broken-food-system-in-cartoons/>)
 - Read the following, which expand upon or provide support for the argument of the above article:
 - Bellatti, “McDonald’s rings in 2012 with farmwashing” (found here: <http://grist.org/food/2011-12-19-mcdonalds-rings-in-2012-with-farmwashing/>)
 - Walsh, “Climate Change and Farming: How Not to Go Hungry in a Warmer World” (found here: <http://www.time.com/time/health/article/0,8599,2105169,00.html#ixzz1kaqxWHCp>)
 - Executive Summary of Gurian-Sherman, *Failure to Yield: Evaluating the Performance of Genetically Engineered Crops* (full report found online here: http://www.ucusa.org/assets/documents/food_and_agriculture/failure-to-yield.pdf)

**Recommended Reading:*

- Four short pieces on federal policy issues:

- “Obama Signs Food Safety Bill” (found here: <http://www.suntimes.com/news/sweet/3158575-452/durbin-bill-safety-president-battle.html>)
- Tomson and Kilman, “USDA Won’t Impose Restrictions on Biotech Alfalfa Crop” (found here: <http://online.wsj.com/article/SB10001424052748703399204576108601430251740.html>)
- Huff, “Court rules organic farmers can sue conventional, GMO farmers whose pesticides ‘trespass’ and contaminate their fields” (found here: http://www.naturalnews.com/033216_GMO_contamination_lawsuits.html#ixzz1kZ4eSrFb)
- “USDA Deputy Secretary Discusses Local, Organic Farming” (found online here: <http://www.grist.org/article/2010-01-27-usdas-deputy-secretary-discusses-local-organic-farming/>)

*February 28 – Please complete prior to this session:

- Read Ikerd, “The Questions Rural Communities Should Ask About CAFOs” (found here: <http://web.missouri.edu/~ikerdj/papers/Iowa-CAFOs.htm>)
- Read Kirby, “The CAFOs of Meatopolis – What an (Animal) Waste.” (found here: <http://www.grinningplanet.com/articles/agriculture/cafo-factory-farming-animals-article.htm>)
- Read Kushner, “Wisconsin Dairy Farms are Growing – Along with Their Immigrant Work Forces” (found here: <http://www.wisconsinwatch.org/2010/05/26/wisconsin-dairy-farms-are-growing-along-with-their-hispanic-work-forces/>)

**Recommended Reading:*

- Braun, Chapter 2 in *Pigs, Profits, and Rural Communities* [ER]
- Gurian-Sherman, *CAFOs Uncovered* (link for the report found here: http://www.ucsus.org/food_and_agriculture/science_and_impacts/impacts_industrial_agriculture/cafos-uncovered.html) [*Note: Even if you don’t read this now, keep it in mind, as you may want to come back to it.]

Week 5:

*March 3 – **First field trip (details to follow)** – Please complete prior to this session:

- Read Hummel, “UWO Partners in Second Dynamic Biodigester Project” (found here: <http://www.uwosh.edu/today/13812/uwo-partners-in-second-dynamic-biodigester-project/>)
- Explore Milk Source’s (owner of Rosendale Dairy) website (<http://milksource.com>)
- Read the WI DNR’s website about CAFOs (<http://dnr.wi.gov/topic/AgBusiness/CAFO/WPDESNR243.html>)
- Read series of local newspaper articles about Rosendale Dairy (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-1441383_1-t_pIFOBEWU)

**Recommended Reading:*

- “Agribusinesses honored with Governor’s Award for Excellence in Energy Management” (short article found here: http://agriview.com/articles/2011/01/06/capitol_news/news07.txt)
- Seely, “Tracking a Rising Tide of Waste” (and other articles from three-part series, found here: http://host.madison.com/wsj/special-section/factory_farms/managing_manure/article_df56a7f6-2255-11df-90a7-001cc4c03286.html)
- Ostrom, “Guest Column: Articles on Big Dairies Misleading” (found here: http://host.madison.com/wsj/news/opinion/column/guest/article_8f2d983e-2949-11df-8e9a-001cc4c03286.html)
- Explore the Wisconsin CAFO Watch website (<http://wiscafo.wordpress.com/>)
- Bergquist, “DNR Approves Permits for Mega Dairy” (found here: <http://www.jsonline.com/blogs/news/nature.html?tag=Milk+Source>)
- Explore the Wisconsin Dairy Business Association’s website (<http://www.widba.com/>)

MODULE 3: Additional Community Capitals and Rural Realities

*March 5 – Please complete prior to this session:

- Read Chapter 3 in F&F
- Read Johnson, “Franklin Farmer Who Fought For His Land Died Before House Burned” (found here: <http://www.jsonline.com/news/milwaukee/114484639.html>)

**Recommended Reading:*

- Berry, “People, Land, and Community” [ER]
- Peter, “Cultivating Dialogue: Sustainable Agriculture and Masculinities” [ER]
- NPR, “Norway Cheese Fire Shuts Down Road Tunnel” (found here: <http://www.npr.org/templates/story/story.php?storyId=170048774>)

*March 7 – Please complete prior to this session:

- Read Chavez, “Community, Ethnicity, and Class in a Changing Rural California Town” (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-1425729_1-t_iQT4O3Z0)
- **Inter-Teach Prep Guide 2**

**Recommended Reading:*

- Chapter 3 of *Pigs, Profits, and Rural Communities* [about Asian immigrants to a small Iowa town, on ER]
- Christian, Moua, and Vogeler, "The Cultural Landscape of the Hmong in Eau Claire, Wisconsin" (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-2618431_1-t_AoRoPeDB)

Week 6:

*March 10 – Please complete prior to this session:

- Read Harrison and Lloyd, "Illegality at Work" (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-2617330_1-t_ddgdKaxj)

**Recommended Reading:*

- Erenburg, "Obreros Unidos in Wisconsin" (link to the original 1968 article found here: <http://www.wisconsinhistory.org/turningpoints/search.asp?id=1698>)
- Gimpel and Lay, "Political Socialization and Reactions to Immigration-Related Diversity in Rural America" (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-1425742_1-t_yhjQEeqOX)

*March 12– Please complete prior to this session:

- Read Loewen, Chapter 1 and additional excerpts from *Sundown Towns: A Hidden Dimension of American Racism* [ER]
- Read Wisconsin History Society, "Black History in Wisconsin" (found here: <http://www.wisconsinhistory.org/topics/blackhistory/>)

**Recommended Reading:*

- Lichter et al., "Municipal Underbounding: Annexation and Racial Exclusion in Small Southern Towns" (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-1425731_1-t_MXxklj0U)
- Kimmel and Ferber, "'White Men are This Nation': Right-Wing Militias and the Restoration of Rural American Masculinities" [ER]

*March 14 – LAB; Please complete prior to this session:

- **Learning Report 2 Due [via D2L by class time]**

Week 7:

*March 17 – Please complete prior to this session:

- Read *The Strength of Indian Women* (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-1448553_1-t_2xUop7J9)

*March 19 – LAB

*March 21– NO CLASS

Week 8: NO CLASS (SPRING BREAK)

Week 9:

*March 31 – Please complete prior to this session:

- Read Chapter 4 in F&F
- Read Cagle, "Organic food may be best for kids, pediatricians say" (short article found here: <http://grist.org/news/organic-food-is-best-for-kids-pediatricians-say/>)
- **Inter-Teach Prep Guide 3**

**Recommended Reading:*

- Carr and Kefalas, "Introduction" from *Hollowing out the Middle: The Rural Brain Drain and What it Means for America* (e-book link found here: <http://site.ebrary.com/www.remote.uwosh.edu/lib/uwoshkosh/docDetail.action?docID=10331729>)
- Bracken, "Defining Rural Community(ies): Future Considerations for Informal and Nonformal Adult Education in Rural Communities" (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/xy-1425738_1-t_IR7RToeZ)
- *Why Rural Matters 2011-12: Statistical Indicators of the Condition of Rural Education in the 50 States* (links to report found here: <http://www.ruraledu.org/articles.php?id=2820>)
- Sulzberger, "Small-Town Doctors Made in a Small Kansas Town" (http://www.nytimes.com/2011/07/23/health/policy/23doctors.html?_r=1&hp)

*April 2 – Please complete prior to this session:

- Read Chapter 5 in F&F

- Read Bell, Chapter 2, “Community and Environment” from *Farming for Us All* [(p. 56-70) ER]

- Inter-Teach Prep Guide 4

**Recommended Reading:*

- Van Auken, “Do You Have a Place Where Everybody Knows Your Name?” (*Van Auken Scene Columns*; found on D2L Content under readings)

- Getz, “Social Capital, Organic Agriculture, and Sustainable Livelihood Security: Rethinking Agrarian Change in Mexico” (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-1425743_1-t_ofX0yp5r)

- Besser et al., “The Impact of Economic Shocks on Quality of Life and Social Capital in Small Towns” (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-1425741_1-t_cAzgn2ry)

*April 4 – Please complete prior to this session:

- Read Kushner, “Immigrant Dairy Workers Transform a Rural Wisconsin Community” (found here:

<http://www.wisconsinwatch.org/2010/07/11/immigrant-dairy-workers-transform-a-rural-wisconsin-community/>)

- Read Eisenstein, “To Build Community, an Economy of Gifts” [found online here:

<http://www.yesmagazine.org/happiness/to-build-community-an-economy-of-gifts>)

Week 10:

*April 7 – Please complete prior to this session:

- Read Chapter 6 in F&F

**Recommended Reading:*

- Harvey and Works “Urban Sprawl and Rural Landscapes” (found here:

https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-1425745_1-t_OZgGSX35)

- Marquart-Pyatt and Petrzalka, “Trust, the Democratic Process, and Involvement in a Rural Community” (found here:

https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-1425744_1-t_4UPCZrP3)

- Norgaard, “The Politics of Invasive Weed Management: Gender, Race, and Risk Perception in Rural California” (found here:

https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-1425736_1-t_EuYmppEH)

*April 9 – Please complete prior to this session:

- Read Chapters 7 and 8 in F&F

- Inter-Teach Prep Guide 5

**Recommended Reading:*

- Davis, “Aurelio Perez: From Farm Worker to Farm Owner” (found here: <http://fsa.typepad.com/fsa-fence-post/2011/11/aurelio-perez-from-farm-worker-to-farm-owner.html>)

- Explore Food Desert Locator (<http://www.ers.usda.gov/Data/FoodDesert/fooddesert.html>)

- Morton, Bitto, Oakland, and Sand, “Solving the Problems of Iowa Food Deserts” (found here:

https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-1425735_1-t_0kEdV1vd)

- Johnson and Beale, “Nonmetro Recreation Counties” (short report, link found here:

<http://www.ers.usda.gov/publications/ruralamerica/ra174/ra174b.pdf>)

- Phillips, “In the Shadow of the Blue Ridge Mountains” (found here:

http://www.nytimes.com/2009/01/30/greathomesanddestinations/30havens.html?_r=1&8dpc)

*April 11 – LAB: **Group Debate**

Week 11:

*April 14 – Please complete prior to this session:

- Read Chapters 9 and 10 in F&F

- Read Grist “How Walmart is Devouring the Food System” (found here: <http://grist.org/food/how-walmart-is-devouring-the-food-system/>)

**Recommended Reading:*

- “Why Mexico is Such a Mess” (2011) (short article found here: <http://www.grist.org/article/food-2011-01-10-why-mexico-is-such-a-mess>)

- “U.N. Data Notes Sharp Rise in World Food Prices” (short article found here:

http://www.nytimes.com/2011/01/06/business/global/06food.html?_r=1&hp)

- Runge et al., Chapters 1, 2, and 8 [ER]

- “African Farmers Losing Land to Investors” (found here:

http://www.nytimes.com/2010/12/22/world/africa/22mali.html?_r=2&hp)

- “Gap Between Rich And Poor Named 8th Wonder Of The World”
(found here: <http://www.theonion.com/articles/gap-between-rich-and-poor-named-8th-wonder-of-the,18914/>)

*April 16 – Please complete prior to this session:

- Read Chapter 12 in F&F

**Recommended Reading:*

- Crowe, “Community Economic Development Strategies in Rural Washington: Toward a Synthesis of Natural and Social Capital”
(found here: https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-1425730_1-t_fVLM1wDZ)
- Cortese, “A Town Creates its own Department Store” (found here: http://www.nytimes.com/2011/11/13/business/a-town-in-new-york-creates-its-own-department-store.html?_r=2&pagewanted=all%3Fsrc%3Dtp&smid=fb-share)
- Chapter 11 in F&F
- Pavey et al., “Building Capacity for Local Governance” (found here: https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-1425728_1-t_NuzuSEVt)
- Carr and Kefalas, “Conclusion” from *Hollowing out the Middle: The Rural Brain Drain and What it Means for America* (e-book link found here: <http://site.ebrary.com.www.remote.uwosh.edu/lib/uwoshkosh/docDetail.action?docID=10331729>)

*April 18 – Please complete prior to this session:

- Read p. xi-30 in Apps
- Read these short biographical pieces about people mentioned by Apps in this section
 - Wisconsin Historical Society, “Aldo Leopold” (short biography found here: <http://www.wisconsinhistory.org/topics/leopold/>)
 - Wisconsin Historical Society, “John Muir” (short biography found here: <http://www.wisconsinhistory.org/topics/muir/>)
 - Wisconsin Historical Society, “Gaylord Nelson” (short biography found here: <http://www.wisconsinhistory.org/topics/nelson/>)
 - Anderson, “30 years later, Sigurd Olson's big thoughts still apply” (found here: <http://www.startribune.com/sports/outdoors/137350233.html?page=all&prepage=1&c=y#continue>)

Week 12:

*April 21 – Please complete prior to this session:

- Read p. 31-90 in Apps
- **Learning Report 3 [due via D2L by classtime]**

**Recommended Reading:*

- Hembd et al., “Toward a Healthy Planet” [ER]
- Leisher, “Off the Grid, Where the Living Is Good” (found here: <http://green.blogs.nytimes.com/2011/08/10/off-the-grid-where-the-living-is-good-so-far/?hp>)

*April 23 – Please complete prior to this session:

- Read p. 91-142 in Apps

*April 25 – Please complete prior to this session:

- Read p. 143-178 in Apps

Week 13:

*April 28 – *Field trip to Roshara*. Please complete prior to this session:

- Read p. 179-208 in Apps

*April 30 – *Perry book discussion*

- **Book Review Paper [due via D2L by class time]**

*May 2 – LAB

Week 14: May 5-7: LABs (final projects)

Week 15: May 12-16: LABs (final projects)

- **Final Reflection Paper Due on May 16 [via D2L by midnight]**

Recommended Books: I have listed below some recommended books that are relevant to this course and which you may want to read. You can also gain extra credit points by writing a review of one of these books (see Extra Credit above).

Bell, Michael M. 2004. *Farming for Us All: Practical Agriculture & the Cultivation of Sustainability*. University Park, PA: Penn State University Press.

Carr, Patrick and Maria Kefalas. 2009. *Hollowing out the Middle: The Rural Brain Drain and What it Means for America*. Boston: Beacon Press. (e-book link found here:
<http://site.ebrary.com.www.remote.uwosh.edu/lib/uwoshkosh/docDetail.action?docID=10331729>)

Desmond, Matthew [UW Madison grad student when he wrote it]. 2009. *On the Fireline: Living and Dying with Wildland Firefighters*. Chicago: University of Chicago Press.

Fellows, Will, editor. 2001. *Farm Boys: Lives of Gay Men from the Rural Midwest*. Madison: University of Wisconsin Press.

Ganz, Marshall. 2010. *Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement*. New York: Oxford University Press.

Gilbert, Charlene and Quinn Eli. 2002. *Homecoming: The Story of African-American Farmers*. Boston: Beacon Press.

Guthman, Julie. 2004. *Agrarian Dreams: The Paradox of Organic Farming in California*. Berkeley, CA: University of California Press.

Harper, Douglas. 2001. *Changing Works: Visions of a Lost Agriculture*. Chicago: University of Chicago Press.

Hewitt, Ben. 2009. *The Town That Food Saved: How One Community Found Vitality in Local Food*. New York: Rodale.

Kimball, Kristin. 2010. *The Dirty Life: On Farming, Food, and Love*. New York: Scribner.

Kirby, David. 2010. *Animal Factory: The Looming Threat of Industrial Pig, Dairy, and Poultry Farms to Humans and the Environment*. New York: St. Martin's Press.

Logsdon, Gene. 2010. *Holy Shit: Managing Manure to Save Mankind*. White River Junction, VT: Chelsea Green Publishing Company.

MacGregor, Lyn. 2010. *Habits of the Heartland: Small-town Life in Modern America*. [about Viroqua, WI] Ithaca, NY: Cornell University Press.

Minick, Jim. 2010. *The Blueberry Years: A Memoir of Farm and Family*. New York: St. Martin's Press.

Rhodes, David. 2009. *Driftless* [novel set in Southwestern Wisconsin]. Minneapolis, MN: Milkweed Editions.

Salatin, Joel. 2010. *The Sheer Ecstasy of Being a Lunatic Farmer*. Swoope, VA: Polyface.

Shiva, Vandana. 2000. *Stolen Harvest: The Hijacking of the Global Food Supply*. Cambridge, MA: South End Press.

Wilkerson, Isabel. 2010. *The Warmth of Other Suns: The Epic Story of America's Great Migration*. New York: Random House.