

RSOC 516: Social Change in Rural America

Penn State University - Spring 2015

Wed. 1:30-4:30, 106 Wartik Lab

Professor: Shannon Monnat

Email: smm67@psu.edu

Office: Armsby 110-B

Office Hours: by appointment

Course Overview

This graduate course examines key drivers of social change in rural areas of the United States, including demographic change, urbanization, industrialization and post-industrial economies, globalization and technology, as well as how individuals, families, and communities have adapted to these broad forces. Key areas of focus include meanings and measurements of 'rural', rural development, patterns of stratification and poverty, changing family life, educational attainment and mobility, migration, age and racial/ethnic population composition and characteristics, health and well-being, and the energy revolution. Questions examined include: What theories explain or describe rural social change? How have social systems and institutions been restructured in rural areas, what drives this restructuring, and what are the effects of this restructuring on rural people, families, and communities? What are their options as they adapt to forces of change? Has rural well-being improved or declined as a result of these demographic, economic, and social forces?

Given practical limitations, it is impossible to examine the full breadth and depth of work in the area of rural social change, so the goal is to provide an overview of the most foundational and trailblazing social science theory and research related to rural demographic, economic, and social change. Accordingly, the readings represent classic and recent academic research from sociology, rural sociology, demography, geographic and kindred disciplines.

Course Objectives

By the end of this course, successful students will be able to do the following:

1. Identify the main drivers of rural social change in the U.S. through the past 60-70 years.
2. Summarize the ways in which 'rural' has been defined and measured and articulate the relative advantages and disadvantages of these varying strategies.
3. Summarize and critically evaluate theoretical perspectives that are used to examine rural demographic, economic, and social change.
4. Provide specific examples of classical and recent research on rural development; rural stratification, educational attainment, poverty and mobility; rural demography, including fertility, aging, health, migration/immigration, and racial/ethnic population composition; rural economic, industrial and employment opportunities; and issues related to diversity in the rural U.S., including race relations, gender and sexuality.
5. Identify the many research methods and data resources available to researchers who are interested in examining rural social change.

Required Texts

- Bailey, Conner, Leif Jensen, and Elizabeth Ransom. 2014. *Rural America in a Globalizing World: Problems and Prospects for the 2010s*. West Virginia University Press.
- Sherman, Jennifer. 2009. *Those Who Work, Those Who Don't: Poverty, Mobility, and Family in Rural America*. University of Minnesota Press.
- Noble, Trevor. 2000. *Social Theory and Social Change*. Palgrave: New York, NY. (full e-book linked on PSU library website.)

Other readings are available through PSU Library links through the Angel website for the course. Go to <http://cms.psu.edu> and use your PSU id and password to login to the course. Courses you have access to will appear on the left. Select RSOC 516 for spring 2015. There is a folder for the readings under 'Lessons' on the course web page. In most cases you will need to use your PSU access account and password to gain access. Having you access to these articles directly from the library properly allocates article usage to both the journal (for calculation of citation indices) and PSU libraries and does not violate copyright laws. For some articles or book chapters a .pdf file may be provided.

Course Format

The general format of the class will be a seminar with discussions led by students and professor. A main purpose of this course is to help you become familiar with trends affecting the rural U.S. Accordingly, the first part of each class will include a summary and analysis of trends identified from the readings for the week, but the majority of class time will be spent considering and critically examining the assigned readings, including theoretical explanations and underlying causes of the trends and changes that have occurred and the implications of these changes for the future of the rural U.S. Students will prepare written reactions to the readings each week, and students will be assigned to lead discussion during one or more weeks, depending on course enrollment.

Course Expectations

Please note the following expectations for this class:

1. Attend all class sessions: I do not take attendance, but part of your final grade is based on participation. Not only will missing class negatively affect your grade, but it will also harm your ability to fully take advantage of this class.
2. Arrive on time: Arriving to class late is inconsiderate and distracting to your instructors and classmates. Therefore, plan to arrive early so that you are in your seat and have time to get your materials ready by the time the class begins.
3. Cell phones: Be courteous. Put your ringers on silent, and do not allow your phone to become a distraction to me, you, or your classmates. I encourage the use of twitter during class to share "soundbites" (140 characters) of information you learn and read in this class. Use the hashtags #PSU_RSOC516 or #PSU_ruralchange in your texts, and we can follow them all semester. You may follow me on twitter at @smonnat.
4. You earn your own grade: I do not "give" you a grade. You earn your grade by successfully completing the course requirements. I will provide feedback on your work quickly. You can make appointments with me to help you with class material and discuss your paper. Simply showing up for class and doing the work does not automatically equate to an 'A'. Before you submit a product, ask yourself: "Is this the best work I can possibly do?" If the answer is no, then do not expect me to award that work with an A.

Grading and Assignments

Class Participation and Reading Reactions: It is important that we discuss issues that are interesting and/or confusing to you during class. One way to facilitate this is for you to provide initial thoughts and reactions to the weekly readings. Each week (beginning in week 2), except during the week you are assigned to be discussion leader, you will be responsible for a brief (e.g., one paragraph or 3-4 bulleted list) reaction to some component of the assigned readings. These should NOT be summaries of the readings. Instead, you should identify the things you found to be most compelling, convincing, confusing, or debatable from one or more of the readings. This could be related to theory, methods, conclusions the authors make, or implications for research and/or policy. You should focus on issues related to the topics you would like to explore further in the class. **Your reading reactions should be posted in the discussion board in Angel by NOON on Tuesday before the Wednesday class when the readings will be discussed.** Please put your comments in the body of the discussion post and not as an attachment. The discussion leader should use these reading reactions to stimulate ideas about the questions to ask during the class. Accordingly, be sure to post promptly so that the discussion leader has time to read the posts. I recommend composing your posts in MS Word and running a spelling and grammar check prior to posting. Prepare these with the same rigor as you would a paper. You should write professionally, and proofread your post. You are also expected to contribute in meaningful ways to class discussion. This is worth 20% of your grade.

Discussion Leader: Each of you will be required to lead discussion in one class during the semester. I will provide back-up to the discussion leader. As discussion leader for the week, you will be responsible for the following:

1. Locate information from current policy discussions or media reports relevant to the topic for that week to share with the class. This may include a relevant short (no more than 15 minutes) video from the web, newly released government (e.g., U.S. Census, USDA, CDC, etc.), university institute (e.g., Carsey Institute, Rural Policy Research Institute), or non-partisan think tank (e.g., Brookings, Mathematica, Pew Research Center) reports, and/or graphics or figures representing the topic for the week. Many students find PowerPoint presentations to be the easiest way to share this information.
2. Post a set of discussion questions for the class on Angel by noon on the Tuesday before the Wednesday class when the readings will be discussed. This is meant to be a starting point for class discussion, and though we may diverge from or expand on these topics, these questions should stimulate engagement and provoke meaningful conversation among students in the class. Some students may post their 'initial thoughts' before noon on Tuesday, so you should use those to help you formulate your discussion questions, understanding that you can add to these questions after all students have posted.
3. *Briefly* (no more than 5 minutes) summarize the overarching themes and conclusions from the readings for the week. This is likely to be the most difficult part. This will test your ability to synthesize and draw connections between the readings, identifying where conclusions support and diverge from each other. You may end up putting substantial time into developing just five minutes worth of material, but this is one of the things that will most help you prepare for a comprehensive exam.
4. Lead discussion throughout the class. Use your preliminary set of discussion questions as a guide to get you started. Work to keep discussion relevant to the topic of the week while still drawing upon material from previous weeks whenever possible, and make every effort to encourage all students to participate. Beyond specific questions/comments about individual readings, some overarching issues you might consider during discussions include:

- What are the strengths and limitations of the theoretical and/or methodological strategies used by these authors?
- What does a particular reading or set of readings contribute to our understanding of that particular topic and rural social change more generally?
- How do readings complement or diverge from each other, and how can the findings be applied to what we have already discussed in the class?
- How could this research be extended or advanced to answer new questions or inform new policy in this area?

Alternative activities besides full class discussions are also encouraged, including splitting the class up into smaller groups to discuss a particular issue and then report that issue back to the whole class and/or designing a class debate about a particular topic.

If you are having a difficult time developing material for your “turn” or you simply want to confirm that what you have will be useful for the class, you may email me or set up an appointment to meet with me at any time before the class for which you are assigned to lead. Note that my schedule often fills up with meetings quickly, and I often travel for professional meetings and other academic commitments throughout the semester, so you should not wait until the last minute to schedule time to meet with me. I am also reachable and tend to respond quickly via email. Take this component of the course seriously. This should not be something you throw together quickly the day before or morning of class. You should be working on this throughout the week or even during the week(s) before your turn. This component is worth 15% of your grade.

Exams: There will be two **short** take-home exams during the semester that will be comprised of 2-3 questions. The questions are designed to be like those you might see on a comprehensive exam, but these exams will be much shorter than a comprehensive exam (no more than 6 pages double-spaced total). You will have a week to complete these exams. You may not work with classmates, other peers, or faculty members on your exams. All work must be your own. Each exam is worth 12.5% of your final grade (25% total for both exams).

Final Paper: You will write a 15-20 page paper (double spaced, with references) on any topic relevant to rural social change in the U.S. Papers may take any of the following forms:

- *A comprehensive literature review* – this will include a statement of the problem, summary of trends in the area, what is currently known about this topic, where gaps exist, and strategies for addressing these knowledge gaps. This option is encouraged for students who are new to the program and have not yet amassed the methodological skills to complete an empirical paper.
- *An academic empirical paper* – this will include a statement of the problem, testable research question, literature review, theoretical perspectives on the research questions, data analysis, presentation of results, and discussion of the contribution of this work to existing research and policy. Students further along in their graduate programs are encouraged to consider this option.
- *An applied research report* – this report should be in the style produced by government agencies (e.g., Census Bureau, USDA), university institutes (e.g., Carsey), or think-tanks (e.g., Brookings, Mathematic Policy Research, Inc.). Before selecting this option, I encourage you to review reports published on these institutions’ websites. These are rigorous publications that take just as much time to prepare as an academic journal article. These reports focus less on previous literature and theory and more on presenting digestible information for policymakers and the public. If you choose this option, your report should include a statement of the problem, a summary of trends in the area (including figures and charts you find on the web [with proper citations] and/or charts, figures, findings you develop via empirical analysis of existing data),

and policy implications. Note that if you integrate your own data analysis (which is encouraged and will strengthen your paper), you must also include a methods section. This option is encouraged for students who are interesting in pursuing a career outside of academia.

Your initial problem statement is due by **Wednesday, February 4** (submit in MS word format in assignment drop box on Angel). You will briefly discuss your paper idea for a few minutes in class and provide feedback to your peers as they discuss their ideas. Your first full draft of the paper is due by **Friday, April 3** (submit in MS word format in assignment drop box on Angel. Two of your fellow classmates and I will review this draft, and I will return reviews (reviewers will be de-identified) to you by **Friday, April 17**. If you submit the first draft of the paper late (i.e., after April 3), I will deduct one letter grade from your final paper (e.g., A to A-), and you may not have the opportunity to receive peer reviews.

You will then revise your paper, taking into account the comments/suggestions you received from the reviews. Your final submission should include a ‘response to reviewers’ describing the changes you incorporated as a result of the feedback you received or a justification for why you did not make the changes suggested. Your response to reviewers will be evaluated as part of your paper grade. I will not accept late papers, and you cannot pass this course without submitting a paper, so please plan accordingly.

Class Presentation: You will make a brief (no more than 5 minutes) presentation on your paper during the final week of class with an additional 5 minutes available for questions. You may prepare slides, but you can present no more than 3 slides total. This is not a full academic conference style presentation. It is your opportunity to briefly identify the problem and your contribution toward better understanding that problem. It is your job to be succinct and organized. The final paper is due by **Monday, May 4**. The paper, response to reviewers, and class presentation are worth 30% of your total grade. I will not accept late final paper submissions, except in unusual circumstances, so please plan accordingly. Examples of circumstances that do NOT meet this benchmark include: 1) You simply have so much work to do that you cannot possibly get this paper done in time and 2) Your computer crashed. This has been an issue for so long that you should know by now – back it up on a flash drive, Dropbox, email it to yourself, etc.

Peer Review of Paper Drafts: Each of you will read and provide comments on the full draft papers of two of your classmates. The comments you provide will be graded. Your comments will be returned to the student whose paper you reviewed, but your name will not be identified. This “single blind review” is standard practice in many academic journals (increasingly, reviewers know the authors, but the authors do not know reviewers). This is not a license to be overly critical, negative, or mean-spirited. Your reviews should be constructive and respectful, even if they contain strong suggestions for improvement. The goal is to help your colleagues produce the best work possible. You will need to submit your reviews to me by **Wednesday, April 15** so that I can compile them, de-identify them, and email them to the authors. The peer reviews you provide are worth 10% of your final grade.

Summary of Grading Elements and Due Dates

Element	Due Date
Initial thoughts posted on Angel Discussion leader questions posted on Angel	Noon on Tuesday for the week the readings are assigned
Final paper problem statement	Wed, Feb 4
Short exam #1	Wed, Feb 18
Paper full draft for review	Fri, April 3
Peer reviews of classmates’ papers	Wed, April 15

Short exam #2	Wed, April 22
Presentation of final paper	Wed, April 29
Paper final draft with response to reviews	Mon, May 4

TOTAL REQUIREMENTS

Class Participation	20%
Discussion Leader	15%
Exams	25%
Peer Review	10%
Final Paper	<u>30%</u>
	100%

Grading Scale

A = 100-94	A- = 93-90	B+ = 89-86	B = 85-83	B- = 82-80
C+ = 79-76	C = 75-70	D = 60-69	F = less than 60	

University Policies

Statement of Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. All Penn State University policies regarding academic integrity apply to this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. For any material or ideas obtained from other sources, such as the text or things you see on the web, in the library, etc., a source reference must be given. Direct quotes from any source must be identified as such. All exam answers must be your own, and you must not provide any assistance to other students during exams. Any instances of academic dishonesty WILL be pursued under the University regulations concerning academic integrity.

Statement of Nondiscrimination

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Direct all inquiries regarding the nondiscrimination policy to:

Affirmative Action Director
The Pennsylvania State University
201 Willard Building
University Park, PA 16802-2801
Telephone: (814) 863-0471

Disability Access Statement:

If you have a documented disability and wish to receive academic accommodations, please contact the campus disability liaison as soon as possible: (name, office, telephone, email). For additional information, check the university web site: <http://www.equity.psu.edu/ods/>

NOTE: Accommodations require documentation.

Course Schedule and Reading Assignments

BJR = Bailey, Jensen, and Ransom edited volume: *Rural America in a Globalizing World*

Required readings are listed below the topic for each week. I have also included recommended readings for each week at the end of the syllabus.

Week 1 (Jan 14): Course Overview and Preliminary Discussions – What is ‘Rural’ and is it still Relevant in Contemporary U.S.?

Read retrospectively: *Rural America at a Glance, 2014 edition*. USDA Economic Research Service ([link](#))

Week 2 (Jan 21): Social, Demographic and Economic Change in the Rural U.S. – Drivers, Issues and Concerns

Readings:

1. Ford, Thomas R. 1978. “Contemporary Rural America: Persistence and Change.” Pp. 3-16 in Thomas R. Ford (ed.) *Rural U.S.A.: Persistence and Change*. Ames, IA: Iowa State University Press.
2. Galston, William A. and Karen J. Baehler. 1995. “Rural America in the 1990s: Trends and Choices.” Pp. 7-21 in *Rural Development in the United States*, Washington, DC: Island Press.
3. Brown, David L. and Louis E. Swanson. 2003. “Introduction.” Pp. 1-15 in *Challenges for Rural America in the Twenty-First Century*. University Park, PA: Penn State Press.
4. Bailey, Conner, Leif Jensen, and Elizabeth Ransom. “Rural America in a Globalizing World: Introduction and Overview. Pg xiii in BJR
5. Lichter, Daniel T. and David L. Brown. 2011. Rural America in an Urban Society: Changing Spatial and Social Boundaries. *Annual Review of Sociology* 37:565-92. ([link](#))

Week 3 (Jan 28): Measuring ‘Rural’ – Meaning, Definitions, and Implications

Readings:

1. Bealer, Robert C., Fern K. Willits and William P. Kuvlesky. 1965. “The Meaning of ‘Rurality’ in American Society: Some Implications of Alternative Definitions.” *Rural Sociology* 30(3): 255-266. ([link](#))
2. Willits, Fern K., Robert C. Bealer, and Donald M. Crider. 1973. “Leveling of Attitudes in Mass Society: Rurality and Traditional Morality in America.” *Rural Sociology* 38(1):36-45. ([link](#))
3. Isserman, Andrew M. 2005. “In the National Interest: Defining Rural and Urban Correctly in Research and Public Policy.” *International Regional Science Review* 28(4):465-499. ([link](#))
4. Cromartie, John and Shawn Bucholtz. 2008. “Defining the “Rural” in Rural America.” *Amber Waves*. June. USDA ERS. ([link](#))
5. USDA, ERS. “Rural Definitions.” ([link](#)). **ACTIVITY** - Select any **one** state (open the PDF). Be prepared to discuss in class how locations defined as ‘rural’ change depending on the definition used. What are the implications of this for the demographic, economic, and housing characteristics shown in the tables for that state?

Week 4 (Feb 4): Theories of Social Change

Readings:

1. Noble, Trevor. 2000. *Social Theory and Social Change*. Palgrave: New York, NY. (full book available to read online through PSU library ([link](#))). Fully read Chapters 1, 5, and 10, and fully read at least one other chapter and be prepared to discuss that chapter in class. Discussion leader should fully read all chapters.
2. Thornton, Arland. 2001. “The Developmental Paradigm, Reading History Sideways, and Family Change.” *Demography* 38(4):449-465. ([link](#))

Week 5 (Feb 11): Rural Development and Development Policy

Readings:

1. Summers, Gene. 1986. "Rural Community Development." *Annual Review of Sociology* 12:347-71. ([link](#))
2. Galston, William A. and Karen Baehler. 1995. *Rural Development in the United States*. pg 23-76 - Conceptual Framework, Economic Process, Political Strategy.
3. Browne, William P. and Louis E. Swanson. 1995. "Living with the Minimum: Rural Public Policy." pg 481-492 in Emery N. Castle (ed.). *The Changing American Countryside: Rural People and Places*. Lawrence, KS: University of Kansas Press.
4. Sharp, Jeffrey S. and Domenico M. Parisi. 2003. "Devolution: Who is Responsible for Rural America?" pg 353-362 in Brown, David L. and Louis E. Swanson (eds.) *Challenges for Rural America in the Twenty-First Century*. University Park, PA: Penn State Press.
5. Lobao, Linda. "Economic Change, Structural Forces, and Rural America: Shifting Fortunes across Communities." pg 543 in BJR

Short Exam #1 will be posted on Angel by Feb 11.

Week 6 (Feb 18): Rural Population Change, Part 1: Migration and Aging

Readings:

1. Brown, David L. "Rural Population Change in Social Context" pg 299 in BJR
2. Cromartie, John B. and Timothy S. Parker. "Population Shifts across U.S. Nonmetropolitan Regions" pg 330 in BJR
3. Stockdale, Aileen. 2004. "Rural Out-Migration: Community Consequences and Individual Migrant Experiences." *Sociologia Ruralis* 44(2):167-194. ([link](#))
4. McGranahan, David, John Cromartie and Timothy Wojan. 2010. *Nonmetropolitan Outmigration Counties: Some Are Poor, Many Are Prosperous*. U.S. Department of Agriculture, Economic Research Service. Economic Research Report 107 Summary ([link](#))
5. Nelson, Peter B. "Concentrations of the Elderly in Rural America: Patterns, Processes, and Outcomes in a Neoliberal World" pg 383 in BJR

Short Exam #1 due Feb 18.

Week 7 (Feb 25): Rural Population Change, Part 2: Immigration, Diversity and Segregation

Readings:

1. Lichter, Daniel T. 2012. Immigration and the New Racial Diversity in Rural America. *Rural Sociology* 77(1):3-35. ([link](#))
2. Crowley, Martha and Kim Ebert. "New Rural Immigrant Destinations: Research for the 2010s" pg 401 in BJR
3. Sachs, Carolyn. "Race, Ethnicity, Class, and Sexuality in Rural America" pg 421 in BJR
4. Green, John J. "The Status of African Americans in the Rural United States" pg 435 in BJR
5. Dewees, Sarah. "Native Nations in a Changing Global Economy" pg 471 in BJR
6. Choose one of the following articles and come to class prepared to discuss the main findings and implications of those findings:
 - Lichter, Daniel T., Domenico Parisi, Steven Michael Grice, and Michael C. Tacquino. 2007. "National Estimates of Racial Segregation in Rural and Small-Town America." *Demography* 44(3):563-581. ([link](#))
 - Lichter, Daniel T., Domenico Parisi, Michael C. Taquino, and Steven Michael Grice. 2010. "Residential Segregation in New Hispanic Destinations: Cities, Suburbs, and Rural Communities Compared." *Social Science Research* 39(2):215-230. ([link](#))

Week 8 (March 4): Restructuring of Work in Rural America

Readings:

1. Lichter, Daniel T. and Deborah Roempke Graefe. 2011. "Rural Economic Restructuring: Implications for Children, Youth, and Families." pg 25 in K.E. Smith & A.R. Tickamyer (eds.) *Economic Restructuring and Family Well-Being in Rural America*. Penn State University Press: University Park, PA.
2. Jensen, Leif and Eric B. Jensen. 2011. "Employment Hardship among Rural Men." pg 40 in K.E. Smith & A.R. Tickamyer (eds.) *Economic Restructuring and Family Well-Being in Rural America*. Penn State University Press: University Park, PA.
3. Slack, Tim. "Work in Rural America in the Era of Globalization" pg 573 in BJR
4. Hertz, Tom, Lorin Kusim, Alex Marre, and Tim Parker. 2014. *Rural Employment Trends in Recession and Recovery*. USDA, ERS Research Report No. 172. ([link](#))
5. Choose one of the following articles and come to class prepared to discuss the main findings and implications of that article:
 - McLaughlin, Diane K. and Alisha J. Coleman-Jensen. 2008. "Nonstandard Employment in the Nonmetropolitan United States." *Rural Sociology* 73(4):631–659. ([link](#))
 - Slack, Tim and Leif Jensen. 2002. "Race, Ethnicity, and Underemployment in Nonmetropolitan America: A 30-Year Profile." *Rural Sociology* 67(2):208-233. ([link](#))

Week 9 (March 11): Spring Break – No Class

Week 10 (March 18): Educational Attainment and Rural Youth

Readings:

1. McLaughlin, Diane and Carla Shoff. "Children and Youth in Rural America" pg 365 in BJR
2. Schafft, Kai and Catharine Biddle. "Education and Schooling in Rural America" pg 556 in BJR
3. Carr, Patrick J. and Maria J. Kefalas. 2009. 'Introduction : The Heartland and the Rural Youth Exodus.' pg 1-26 in *Hollowing Out the Middle: The Rural Brain Drain and What It Means for America*. Boston, Mass: Beacon Press.
4. Snyder, Anastasia R., Diane K. McLaughlin and Alissa Coleman-Jensen. 2009. *The New, Longer Road to Adulthood: Schooling, Work and Idleness among Rural Youth*. Report No. 9. University of New Hampshire, The Carsey Institute. ([link](#))
5. McLaughlin, Diane K., Carla M. Shoff, and Mary Ann Demi. 2014. "Influence of Perceptions of Current and Future Community on Residential Aspirations of Rural Youth." *Rural Sociology* 79(4):453-477. ([link](#))

Week 11 (March 25): The Changing (Changed?) Rural Family

Readings:

1. Bokemeier, Janet L. 1997. "Rediscovering Families and Households: Restructuring Rural Society and Rural Sociology." *Rural Sociology* 62(1):1-20. ([link](#))
2. Carson, Jessica A. and Marybeth Mattingly. "Rural Families and Households and the Decline of Traditional Structure" pg 347 in BJR
3. Lichter, Daniel T., Gretchen T. Cornwell, and David J. Eggebeen. 1993. "Harvesting Human Capital: Family Structure and Education among Rural Youth." *Rural Sociology* 58(1):53-75. ([link](#))
4. Struthers, Cynthia B. "The Past is the Present: Gender and the Status of Rural Women" pg 489 in BJR
5. Mattingly, Marybeth, Kristin Smith, and Jessica A. Bean. 2011. "Unemployment in the Great Recession: Single Parents and Men Hit Hard." Paper 144. University of New Hampshire, The Carsey Institute. ([link](#))

Week 12 (April 1): Poverty and Safety Net Use in Rural America

Readings:

1. Sherman, Jennifer. *Those Who Work, Those Who Don't: Poverty, Mobility, and Family in Rural America*. University of Minnesota Press. (in entirety)
2. Jensen, Leif, Marybeth Mattingly, and Jessica A. Bean. "TANF in Rural America: Informing Re-authorization." Policy Brief No. 19. University of New Hampshire, The Carsey Institute. ([link](#))
3. Sherman, Jennifer. "Rural Poverty: The Great Recession, Rising Unemployment, and the Under-Utilized Safety Net" pg 523 in BJR

Week 13 (April 8): Rural Health, Substance Use, and Crime

Readings:

1. Berry, E. Helen. "Thinking about Rural Health" pg 661 in BJR
2. Tanaka, Keiko, Patrick H. Mooney, and Brett Wolff. "Food Insecurity and Obesity in Rural America: Paradoxes of the Modern Agrifood System" pg 642 in BJR
3. Barnett, Cynthia and F. Carson Mencken. 2002. "Social Disorganization Theory and the Contextual Nature of Crime in Nonmetropolitan Counties." *Rural Sociology* 67(3):372-393. ([link](#))
4. Lambert, David, John A. Gale, and David Hartley. 2008. "Substance Abuse by Youth and Young Adults in Rural America." *The Journal of Rural Health* 24(3):221-228. ([link](#))
5. Rossen, Lauren, Diba Khan, and Margaret Warner. 2014. Hot Spots in Mortality from Drug Poisoning in the United States, 2007-2009. *Health & Place* 26:14-20. ([link](#))

Week 14 (April 15): Changes in Agriculture, Tourism, and Land Use

Readings:

1. Fitchen, Janet M. 1991. "Part One: The Farm Crisis and Its Challenge to Rural Community Life." pg 13-49 in *Endangered Spaces, Enduring Places: Change, Identity, and Survival in Rural America*. Boulder, CO: Westview Press.
2. Guptill, Amy and Rick Welsh. "The Declining Middle of American Agriculture: A Spatial Phenomenon." pg 36 in BJR.
3. Krannich, Richard S., A.E. Luloff, and Donald R. Field. 2011. "Rural People, Places and Landscapes: The Changing Nature of the Intermountain West." Chapter 8 in *People, Places and Landscapes: Social Change in High Amenity Rural Areas*. ([link](#))
4. Winkler, Richelle. 2013. "Living on Lakes: Segregated Communities and Inequality in a Natural Amenity Destination." *The Sociological Quarterly* 54(1):105-129.
5. Jackson-Smith, Douglas B. 2003. "Transforming Rural America: The Challenges of Land Use Change in the Twenty-First Century." pg 305-316 in Brown, David L. and Louis E. Swanson (eds.) *Challenges for Rural America in the Twenty-First Century*. University Park, PA: Penn State Press.

Short exam #2 will be posted on Angel by April 15

Week 15 (April 22): The Energy Revolution, Resource Extraction, and Climate Change Impacts

Readings:

1. Krannich, Richard S., Brian Gentry, A.E. Luloff, and Peter G. Robertson. "Resource Dependency in Rural America: Continuities and Change." pg 190 in BJR.
2. Selfa, Theresa and Carmen Bain. "Biofuels and Rural Communities: Promises, Pitfalls, and Uneven Social and Environmental Impacts." pg 243 in BJR.
3. Tallichet, Suzanne E. "Got Coal? The High Cost of Coal on Mining-Dependent Communities in Appalachia and the West." pg 279 in BJR.
4. Kinchy, Abby, Simona Perry, Danielle Rhubart, Richard Stedman, Kathryn Brasier, and Jeffrey Jacuet. "New Natural Gas Development and Rural Communities: Key Issues and Research Priorities." pg 260 in BJR.

5. Morton, Lois Wright and Tom Rudel. "Impacts of Climate Change on People and Communities of Rural America." pg 172 in BJR.
6. Select any peer reviewed empirical (conducts data analysis) academic journal publication related to the energy revolution, resource extraction, or climate change impacts in rural areas of the US. Be prepared to discuss the major findings and implications of this research in class.

Short exam #2 due April 22.

Week 16 (April 29): Final Paper Presentations

- 5 min presentations with 5 mins. of question/answer

RECOMMENDED READINGS

Week 2

- Lichter, Daniel T. and Glenn V. Fuguitt. 1982. "The Transition to Nonmetropolitan Population Deconcentration." *Demography* 19(2):211-221. ([link](#))
- Fitchen, Janet M. 1991. "Introduction: Rural America in a Time of Change." pg 1-11 in *Endangered Spaces, Enduring Places*, Boulder, CO: Westview Press.

Week 3

- Hart, L. Gary, Eric H. Larson, and Denise M. Lishner. 2005. "Rural Definitions for Health Policy and Research." *American Journal of Public Health* 95(7):1149-1155.

Week 4

- Micklin, Michael, and David F. Sly. 1998. "The Ecological Complex: A Conceptual Elaboration." Pp. 51-66 in Michael Micklin and Dudley Poston (eds.) *Continuities in Sociological Human Ecology*. New York: Plenum Press.

Week 6

- Brown, David L. 2002. "Migration and community: Social networks in a multilevel world." *Rural Sociology* 67(1):1-23.
- Johnson, Kenneth M. 2012. Rural Demographic Change in the New Century: Slower Growth, Increased Diversity. Issue Brief No. 4. Carsey Institute, University of New Hampshire. ([link](#))
- Irwin, Michael, Troy Blanchard, Charles Tolbert, Alfred Nucci and Thomas Lyson. 2004. "Why People Stay: The Impact of Community Context on Nonmigration in the USA." *Population-E* 59(5):567-91.
- Jones, Robert Emmet, J. Mark Fly, James Talley and H. Ken Cordell. 2003. Green Migration into Rural America: The New Frontier of Environmentalism? *Society and Natural Resources* 16: 221-38.

Week 7

- Jensen, Leif. 2006. "New Immigrant Settlements in Rural America: Problems, Prospects, and Policies." Paper 17. University of New Hampshire, Carsey Institute ([link](#))
- Johnson, Kenneth M. and Daniel T. Lichter. 2010. The Growing Diversity of America's Children and Youth: Spatial and Temporal Dimensions. *Population and Development Review*. 31: 151-76. ([link](#))
- McConnell, Eileen Diaz and Faranak Miraftab. 2009. "[Sundown Town to 'Little Mexico': Old-timers and Newcomers in an American Small Town.](#)" *Rural Sociology* Dec:605-629
- Kandel, William A. and Emilio A. Parrado. 2006. "Rural Hispanic Population Growth: Public Policy Impacts in Nonmetro Counties." Pp. 155-176 in William A. Kandel and David L. Brown (eds.) *Population Change and Rural Society*. The Netherlands: Springer.
- Broadway, Michael. 2007. "Meatpacking and the Transformation of Rural Communities: A Comparison of Brooks, Alberta and Garden City, Kansas." *Rural Sociology* 72(4):560-582. ([link](#))
- Johnson, Kenneth M. and Daniel T. Lichter. 2008. *Population Growth in New Hispanic Destinations*. Policy Brief No. 8. University of New Hampshire, Carsey Institute. 5 pp. ([link](#))

Week 8

- Pechlaner, Gabriela and Gerardo Otero. "The Neoliberal Food Regime: Neoregulation and the New Division of Labor in North America." *Rural Sociology* June:179-208).
- Slack, Tim. 2010. "[Working Poverty across the Metro-Nonmetro Divide: A Quarter Century in Perspective, 1979-2003](#)" *Rural Sociology* Sept: 363-387.

Week 10

- Bealieu, Lionel J., Glenn D. Israel, and Ronald C. Wimberley. 2003. "Promoting Educational Achievement: A Partnership of Families, Schools and Communities." Pp. 273-289 in Brown, David L. and Louis E. Swanson (eds.) *Challenges for Rural America in the Twenty-First Century*. University Park, PA: Penn State Press.

Week 11

- Smith, Kristin. 2010. Wives as Breadwinners: Wives' Share of Family Earnings Hits Historic High during the Second Year of the Great Recession. Fact Sheet No. 20. Carsey Institute, pp. 1-2. ([link](#))
- Snyder, Anastasia R., Susan L. Brown and Erin P. Condo. 2004. "Residential differences in family formation: The significance of cohabitation." *Rural Sociology* 69(2):235-260. ([link](#))

Week 12

- Jensen, Leif and David J. Eggebeen. 1994. "Nonmetropolitan Poor Children and Reliance on Public Assistance." *Rural Sociology* 59(1):45-65. ([link](#))
- Lichter, Daniel T. and Diane K. McLaughlin. 2010. "Changing Economic Opportunities, Family Structure, and Poverty in Rural Areas." *Rural Sociology* 60(4):688-706. ([link](#))
- MacTavish, Katherine A., Anna Ziebarth, and Lance George. "Housing in Rural America" pg 677 in BJR

Week 15

- Seydlitz, Ruth, Shirley Laska, Daphne Spain, Elizabeth Triche, and Karen L. Bishop. 1993. "Development and Social Problems: The Impact of the Offshore Oil Industry on Suicide and Homicide Rates." *Rural Sociology* 58(1):93-110. ([link](#))