

**COURSE SYLLABUS\***  
**Introduction to Rural Sociology**  
**RS 3010 – Section 1 (3 Hours), Fall 2017**  
**TTH 8:00 AM – 9:15 AM**  
**Room 111 Brackett**

**Instructor:** **K. L. Robinson**  
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864-656-1449  
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**Office Hours:** TTR 3:00 – 4:00pm or by appointment

**Purpose:** This course is designed to introduce students to the concepts and theories associated with the sociology of rural people and communities. It will explore topics and issues confronting rural places and populations such as development and social change, urbanization, demography, and poverty, among others.

**Readings:** Texts include: Rural People and Communities in the 21st Century by David L. Brown and Kai A. Schafft (B&S), Polity Press, ISBN: 978-0-7456-4128-7.  
Supplemental readings will be provided.

**Overall course goals:** (1) Developing *critical thinking skills*. The class discussions, readings, writing assignments and exams are designed to encourage you to develop and use higher-order thinking skills, including analytical, synthetic and applied thinking.

(2) Understanding the *social structures and processes* that condition our lives. A basic goal of all sociology courses is to help you understand the nature and workings of these social structures, and how they open opportunities and impose constraints on individuals operating within these structures. C. Wright Mills called this using your "sociological imagination;" activities in this course are designed to encourage you to use *your* sociological imagination.

Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student or team member in this course.

**Course Format:** Students must wait a minimum of 15 minutes for the professor if the professor is late for class. The course will include traditional lecture for the purposes of orientation and theoretical analysis of the subject. A portion of the class will use the seminar and discussion format. The course will also involve analyzing several case studies.

**Electronic Devices:** No laptops/iPads unless instructed or working on a group project. Please turn off your cell phones before class. If you expect an urgent phone call you may leave it on silent/vibrate and leave the classroom when/if the urgent call arrives.

**Late Assignments:** Students are expected to turn in assignments on or before the due date. Unless an excused absence is provided, two (2) points per day will be deducted for late assignments.

**Attendance/Class Participation:** Engagement includes attendance, class participation, constructive class discussion, and performance on class projects and assignments, and reporting on supplemental readings and activities. It is the responsibility of the student to obtain assignments, instructions, and lecture material presented during classes that he or she has not attended. Although the classroom format includes lecture, both the student and instructor benefit from spontaneous class discussion and exchange of ideas. Engaged students demonstrate qualities such as motivation, extra effort, interest in the course material, improvement over the course of the semester and leadership. Lack of engagement is manifested by frequent absences, talking with others or dozing off in class, lack of interest in the course material, lack of preparation, and lack of participation in course activities. For further information, see class participation and attendance policy (to be posted on CANVAS).

To give you an opportunity to further improve your grade during the semester, there may be several opportunities for extra credit. Up to a total of four bonus and extra credit points may be added to your final grade.

**Title IX Policy:** Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. The policy is located at <http://www.clemson.edu/campus-life/campus-services/access/non-discrimination-policy.html>. Alesia Smith serves as Clemson's Title IX Coordinator and may be reached at [knightl@clemson.edu](mailto:knightl@clemson.edu) or (864) 656-3181.

**Student Disabilities Services Policy:** If you have a documented disability that requires accommodation, you must notify the professor in writing during the first week of classes. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation. Specifically, students with disabilities requesting accommodations should make an appointment with Ms. Margaret M. Camp, M.Ed. (656-6848), Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they

meet with instructors. Accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

Please refer to the Student Disability Services – Student Guide on the Clemson University website for additional information:

[http://www.clemson.edu/sds/student\\_guide.html](http://www.clemson.edu/sds/student_guide.html)

### **Academic Integrity:**

*“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘seminary of higher learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”*

Work from other courses will not be accepted for credit in this course. Now, a word about plagiarism: Cheating includes plagiarism which refers to *using the work, ideas, or knowledge of other people as your own*. With the rise of the Internet there have been a growing number of plagiarism cases. For questions on how to avoid plagiarism, go to <http://www.lib.clemson.edu/Plagiarism/index.htm> .

If you have any questions about what constitutes cheating or plagiarism please do not hesitate to ask.

### **Testing and Grading**

Your grade in this course is based upon a combination of student profile, research paper, thesis statement and outline, two exams (Scantron cards will be provided), a team project, research paper, and a participation score. These activities will carry the following point values:

Student Profile	5 points
Research Paper Topic	5 points
Thesis statement and Outline	10 points
Exam 1	100 points
Exam 2	100 points
Team Project	50 points
Research Paper	100 points
<u>Class Participation</u>	<u>50 points</u>
Total:	420 points

Grades will be assigned based upon the total number of points you have accrued at the end of the semester. Below is the *approximate* range of points that equates to each letter grade.

376 or higher	A
334-375	B
292-333	C
250-291	D
249 or below	F

In the calculation of interim and final grades, scores of 0.5 or higher are rounded up. I will not consider any requests for adjustments to your final grade at the end of the semester.

### Key Dates during the Semester (Fall 2017)

August 23	Classes begin
September 5	Last day for students to drop without record
October 16-17	Fall Break
October 31	Last day to drop without final grades
November 22-24	Thanksgiving holidays
December 11-15	Final Exams
December 21	Graduation (Please let me know if you are a graduation candidate.)

Date	Topic	Assignment
August 24		First day of class, Introduction
29, 31	Life as a rural sociologist	<ul style="list-style-type: none"> <li>Department of Sociology &amp; Anthropology Professional Seminar presentation, October 2011 (to be posted on CANVAS)</li> <li>A word about my RS mentors – Drs. Ed McLean and Tom Lyson</li> <li>Supplemental Reading for Class Discussion: The Role of Rural Sociology in a Changing Society by Olaf Larson, March 1959 (to be posted on CANVAS)</li> </ul>
Sept 5, 7	Introduction to Rural Sociology: How Sociologists See the World	<ul style="list-style-type: none"> <li>Sociological Imagination <a href="https://www.youtube.com/watch?v=dMR74ytkXKI">https://www.youtube.com/watch?v=dMR74ytkXKI</a></li> <li>Reading: William Menna: Overview the Sociological Perspective (to be posted on Canvas). Print and bring copy to class for discussion.</li> </ul>
12	Group Discussion/Sociology in the News	<ul style="list-style-type: none"> <li>Supplemental Reading: SRSA Public Statement for discussion and Jim Witte’s Sociological Perspectives on Workforce Development powerpoint (to be posted on CANVAS).</li> <li>Open discussion</li> <li>Deadline to submit team preferences</li> </ul>
14, 19	Rurality	Reading: B&S: Chapter 1 <ul style="list-style-type: none"> <li>Debate/Open discussion: Is Clemson a rural community?</li> <li>Defining Rural, an article from <i>The</i></li> </ul>

		<p><i>Washington Post</i> (to be posted on CANVAS)</p> <ul style="list-style-type: none"> <li>Announce project teams (set aside time for members to meet and introduce themselves)</li> </ul>
21	How to write a social science research paper	<ul style="list-style-type: none"> <li>Details on paper format, information sources, etc. to be provided.</li> <li>Writing seminar with reference librarian Peg Tyler. <b>Class will meet at Cooper Library, Room 204.</b></li> <li>Note: Your paper topic and thesis statement due Sept 28</li> </ul>
26	Understanding Community	<ul style="list-style-type: none"> <li>Reading: B&amp;S: Chapter 3</li> <li>Introduce Team Project (teams will be selected based on your interests and preferences as well as your potential to contribute to the team)</li> </ul>
October 3	Understanding Community (cont'd)	<ul style="list-style-type: none"> <li>Reading: B&amp;S: Chapter 3</li> <li>Amish, communitarianism</li> <li>Social capital, sociological approaches of community</li> </ul>
5	Understanding Community	<ul style="list-style-type: none"> <li>Announce project teams (set aside time for members to meet and introduce themselves)</li> </ul>
10	Video presentation and group discussion: <b>The Amish: How They Survive (2005)</b>	<ul style="list-style-type: none"> <li>The Amish live far outside the cultural mainstream. During the last century, they grew from 5,000, inhabiting a handful of states, to 200,000 souls living in 25 states and one Canadian province. Preferring community to technology, the Amish live their lives in close fellowship with each other. Within their religious communities, everyone agrees on what technologies to adopt, what clothes to wear, etc. Award-winning filmmaker Burton Buller provides an unprecedented look into the lives of the Amish. You will discover how rapid growth and economic pressures threaten their community.</li> </ul>
12	Understanding Community (cont'd)	<ul style="list-style-type: none"> <li>Social capital and exclusion</li> </ul> <p>Supplemental Reading: Rothstein, R. (2017).</p>

16 - 17		<p>The Color of Law: A Forgotten History of How Our Government Segregated America. Preface, pp. vii-xvii (to be posted on CANVAS)</p> <ul style="list-style-type: none"> <li>• Group discussion; team meeting</li> <li>• Fall Break</li> </ul>
19, 24	Community Institutions	<p>Reading: B&amp;S: Chapter 4</p> <ul style="list-style-type: none"> <li>• Institutional Actors</li> <li>• Government</li> <li>• Education</li> </ul>
26	Wrap up Community Institutions	<p><b>Q&amp;A and review for Exam #1 (covers materials through Community Institutions)</b></p>
31		<p><b>Exam #1</b></p>
Nov 2, 7	Team Presentations	<p>Group Project Due</p>
Nov 9, 14	Natural Resources & Social Change	<p>Reading: B&amp;S: Chapter 5</p> <ul style="list-style-type: none"> <li>• Natural Amenities: An Engine of Growth?</li> <li>• Resource Extraction as a Social Process</li> <li>• Green and renewable energy</li> </ul> <p>Supplemental Reading: Vance, J.D. (2016). Hillbilly Elegy. Introduction and Chapter 1, pp. 1-22 (to be posted on CANVAS).</p>
16 - 21	Farms, Farmers, & Farming	<p>B&amp;S: Chapter 9</p> <ul style="list-style-type: none"> <li>• Guest speaker (date not yet confirmed)</li> </ul>
21	Racial and Ethnic Minorities	<p>B&amp;S: Chapter 7</p> <ul style="list-style-type: none"> <li>• Race and Ethnicity</li> <li>• Life Chances</li> <li>• Changing Patterns of Immigration</li> </ul> <p>Supplemental Reading: Falk, W.W. (2004). Rooted in Place. Introduction and Chapter 1, pp. 1-26 (to be posted on CANVAS)</p> <ul style="list-style-type: none"> <li>•</li> </ul>
22 - 24	Thanksgiving Break	<ul style="list-style-type: none"> <li>• Have fun and be safe! See you Tuesday, November 28</li> </ul>
28	<p>Racial and Ethnic Minorities (cont'd)</p> <p>Group discussion/Sociology in the News</p>	<ul style="list-style-type: none"> <li>• Topic: “The Concerns of Student Protesters and What Sociology Has to Offer” from ASA Newsletter July/August 2016 (to be posted on CANVAS)</li> </ul>

	Rural Transformations	B&S: Chapter 11 <ul style="list-style-type: none"> <li>Reminder course evaluations (may set aside time in class to complete)</li> </ul>
30	Rural Transformations (cont'd) <ul style="list-style-type: none"> <li>Rural Bright Spots</li> <li>The Rural Policy Choice</li> <li>Rural community capacity</li> <li>U.S. and E. U. Policy Comparison</li> </ul>	B&S: Chapter 11 <ul style="list-style-type: none"> <li>Table 11.1</li> <li>Supplemental Reading: Clemson University Mini-Fact Book ((to be posted on CANVAS)</li> <li>Group Discussion</li> <li>Reminder course evaluations (may set aside time in class to complete)</li> <li></li> </ul>
Dec 5		<b>Wrap up and Review for Exam #2</b> (covers material since last exam) <ul style="list-style-type: none"> <li>Reminder course evaluations (may set aside time in class to complete)</li> </ul>
7		<b>Exam #2</b> <ul style="list-style-type: none"> <li>Last day of class</li> <li>Final Research Paper Due (Extension Deadline December 10, 11:59pm with 5pt late penalty deduction)</li> </ul>
11 – 15	<b>***Final Exam Week ***</b>	
21	Graduation	<ul style="list-style-type: none"> <li>Please let me know if you are candidate.</li> </ul>

\*SUBJECT TO CHANGE