

## **Rural Sociology/Sociology 140**

Introduction to Rural Sociology and Development

Spring Semester 2008

Lectures: TR 6:00-7:15pm, Agricultural Hall, Rm 10

### **Instructor:**

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Office hours: Thurs 2:00-3:30

*and by appointment*

### **COURSE DESCRIPTION**

Rural Sociology 140 provides an introduction to the study of rural people and places, including an examination of interaction between society and natural resources. The course will begin by primarily examining rural issues and development within the U.S. context, focusing on food systems and changing agriculture structures and the impact of land use decision-making on communities and natural resources. The latter portion of the course will expand the scope internationally and focus on development issues within the context of globalization. The course will provide an introduction to sociological theory and core concepts as they relate to rural institutions and communities, agriculture, food systems, natural resources, the environment, and development.

### **COURSE OBJECTIVES**

The main objective of the course is to put on our sociological glasses to look at rural issues and how people and the environment interact within the institutional structures of the state, the economy, and community, and in response to new opportunities and impediments brought about by globalization. The course is guided by the idea that debates, conflicts, decision-making, and proposed solutions to issues of society and natural resources represent competing narratives or “stories” engaged or structured by relations of power. The course aims to engage real-world challenges and improve student’s skills at inquiry, analysis, and critical thinking to be more compassionate and engaged citizens.

### **REQUIRED READINGS**

The following books are REQUIRED for the course and can be purchased from the Rainbow Cooperative Bookstore (426 W. Gilman, just off State St.). At least one copy of each book will be on reserve at the Steenbock Library

Leopold, Aldo. 1949. *A Sand County Almanac: And Sketches Here and There*. New York, NY: Oxford University Press. (this is the edition with a white cover with pencil illustrations of geese on the front.)

Pfeiffer, Dale Allen. 2006. *Eating fossil fuels: oil, food and the coming crisis in agriculture*. Gabriola, B.C.: New Society Publishers.

Ruff, Allan and Tracy Will. 2003. *Forward! A history of Dane: the capital county*. Madison, WI: Dane County Historical Society.

Shiva, Vandana. 2000. *Stolen Harvest : the hijacking of the global food supply*. Cambridge, MA: South End Press.

All other readings, some lecture materials, and other key information will be available as downloadable material or direct links to websites, which can be accessed through Learn@UW: <https://learnuw.wisc.edu/> and the library/reserves page at My UW.

## **COURSE REQUIREMENTS**

1. *Preparation/Attendance/Participation*. Preparation, attendance, and participation are expected in this course.

I expect each student to have read the assigned readings and completed assignments before coming to class. It is a good idea to take notes when you are reading so you can participate in class discussions. Please bring the reading materials and your notes with you to class.

Students are allowed a total of 3 absences over the course of the semester, without an impact on your participation grade. Please let me know at the beginning of the semester about any dates you will be absent from class for religious or other reasons. When you are absent, you are responsible for taking the initiative to find out what you missed. You should obtain notes from a fellow classmate and also ask me about updates, news, and clarifications.

Attendance is required but so is your active engagement with the course material. You need not always have something to say, but your consistent participation and attention in lecture and class discussion is a course requirement.

2. *End-of-Lecture Responses to Posted Question*. There are approximately 30 lecture sessions for this course this semester. At the end of *most* lectures, I will provide a question to the class. The question will be a simple one asking you to respond to some aspect of class that day, and the questions will change from one lecture to the next. They will be easy for you to answer *if* that you have done the readings and paid attention in class. You should bring an extra sheet of paper with you each class period, and you should turn in your response on your way out of class. You will receive zero, one, or two points for each response. You may submit one response per lecture. (The number of end-of-lecture responses you submit and points awarded will be considered in your overall participation grade at the end of the class.)
3. *Reading Reflections*. For 9 of the 15 weeks this semester, you are required to write a reading reflection based on one or more of the readings assigned for that week. In your reading reflection, you must (a) convey that you have meaningfully engaged with at least one of the required readings for that week, and you must (b) discuss the reading(s) in relation to recent lecture and discussion concepts. You will receive a maximum of 15 points for each reading reflection, depending on the quality of your work and the degree to which you adhere to these two requirements. Beyond these requirements, you have a lot of flexibility regarding what you can include. Some good things to cover in your reading reflection might be: the primary arguments of the reading(s), how various readings differ or overlap with each other,

your critical evaluation of the evidence provided to back up the arguments, your own questions about the reading(s), how the readings affected you personally/emotionally, and/or comments or suggested discussion questions for class. Pay attention to the syllabus and reading lists, you will not get credit for your reading reflection if you only reflect on readings assigned in earlier or later weeks. You are encouraged of course to think about the week's assigned readings in relation to past readings. Reading reflections must be proofread, typed in 12-point font, and the equivalent of one double-spaced page (minimum). These should be submitted to the appropriate "dropbox" folder on Learn@UW. These are due by 5pm on Thursday. Note that I will *not* accept late reading reflections. You may not accrue "extra-credit" above 135 points on the reading reflections.

4. *Homework Assignments/Small Projects.* Throughout the semester there will be four small projects or homework assignments that you will be required to complete and turn-in. All projects components must be typed, double-spaced with 12-point font, well organized, properly cited, and thoroughly proofread. Specific details on each project will be given in class and posted on the Learn@UW course site when they come up in the semester. The general topic areas and due dates are listed here (for assignment details see appendix):
  1. Agro-food system analysis (50 points),  
Due in class, Thursday, February 21<sup>st</sup>.
  2. Social Capital homework assignment (50 points),  
Due in class, Thursday, March 6<sup>th</sup>.
  3. Development literature analysis (50 points),  
Due in class, Tuesday, April 29<sup>th</sup>
  4. Decision-Making analysis (75 points),  
Due in class, Thursday, May 8<sup>th</sup>.
5. *Exams.* There will be a mid-term and a final exam. The mid-term exam will be given during the normal class period on Thursday, March 13<sup>th</sup> and will cover material from the first section of the course (100 points). The final exam will take place on the assigned exam date and time for this course, Tuesday, May 13<sup>th</sup> at 7:25-9:25pm (150 points). Exams will be a combination of short-answer and long essay; expect a strong emphasis on essay questions.

## **GRADES**

Grades will be based on the following distribution, out of a total of 710 points:

100 points	Attendance/Preparation/Participation (including End-of-Lecture Responses to posted question – approximately 40 points)(14%)
135 points	Reading Reflections (9 x 15 points each) (19%)
225 points	Homework assignments/Small projects (32%)
100 points	Mid-Term Exam (14%)
150 points	Final Exam (21%)

## **EXAM POLICY**

I expect that you will be able to take both of the exams on the dates indicated. However, if you will be unable to take a regularly scheduled exam, you must inform me before 2:00pm of the day of the exam. Makeup exams will always be held within two weeks after the regularly scheduled exam and will consist of a single essay question.

## **ASSIGNMENTS: LATE POLICY**

*Reading reflections:* I will not accept late reading reflections. These are due by 5:00pm Thursdays into the appropriate “dropbox” in the Learn@UW site for this class. See details above.

*End-of-Lecture Responses:* I will not accept late responses. You must submit these as you leave class. See details above.

*Homework and Small Projects:* Please submit your work on time. These projects are designed in a way that tries to engage you in the different subjects of the course and also distribute your workload. Although I will accept late submissions, I will subtract 10% of the total points available for late assignments up to a week late. After one week I will subtract the 10% and then subtract one additional point for each day the assignment is late.

## **NIGHTTIME SAFETY**

The University of Wisconsin-Madison has established several transportation and walking escort services to help you stay safe while getting around campus and the nearby areas after dark. To help take responsibility for your own safety and that of your friends, make use of services such as UWMadison SAFEwalk and SAFERide programs:

<http://www2.fpm.wisc.edu/trans/Safe/>

## **Semester Schedule - Readings, Assignments and Exams**

All readings other than books listed in assigned books are on the library reserve page that can be accessed from MyUW and the Learn@UW course page.

### **January 22: Introduction to Introduction to Rural Sociology and Development 140**

#### **January 24: What is Rural Sociology?**

Excerpt from Mills, C. Wright. 1959. *The Sociological Imagination*. New York: Oxford University Press in Charon, Joel M. (ed.) 2002. *The Meaning of Sociology: A Reader*. 7<sup>th</sup> Edition. Upper Saddle River, NJ: Prentice Hall. Pp. 8-12.

Pettigrew, Thomas, F. 1996. *How to Think Like a Social Scientist*. New York: HarperCollins College Publishers. p. 1-19

Farmer, Frank. 1997. "Rural, Definition of," in G.A. Gorham, ed., *Encyclopedia of Rural America*. Santa Barbara, CA: ABC-CLIO, pp. 623-626.

Rathge, Richard. 1997. "Rural Demography," in G.A. Gorham, ed., *Encyclopedia of Rural America*. Santa Barbara, CA: ABC-CLIO, pp. 626-629.

Economic Research Service. "Measuring Rurality: What is Rural?"  
<http://www.ers.usda.gov/Briefing/Rurality/WhatIsRural/>

Economic Research Service. 2007. "Rural America At A Glance – 2007 Edition" Economic Information Bulletin Number 31. <http://151.121.68.30/Publications/EIB31/EIB31.pdf>

### **January 29: Changes in United States Agriculture**

Heffernan, William. 1997. "Agro/Food System," in G.A. Gorham, ed., *Encyclopedia of Rural America*. Santa Barbara, CA: ABC-CLIO, pp. 46-51.

Lasley, Paul. 1997. "Farms," in G.A. Gorham, ed., *Encyclopedia of Rural America*. Santa Barbara, CA: ABC-CLIO, pp. 258-262.

Danbom, David. 1995. Selections from *Born in the Country: A History of Rural America*. Baltimore: Johns Hopkins University Press.

Ruff and Will. 2003. *Forward! A history of Dane: the capital county*. pp. 91-120.

## **January 31: Changes in United States Agriculture continued**

Buttel, Frederick H. 2003. "Continuities and Disjunctures in the Transformation of the US Agrofood System," in David L. Brown and Louis E. Swanson (eds.), *Challenges for Rural America in the Twenty-First Century*. University Park, PA: Pennsylvania State University Press. pp. 177-189.

Key, Nigel. 2007. "Cropland Concentrating Faster Where Payments Are Higher." Economic Research Service, USDA.

<http://www.ers.usda.gov/AmberWaves/November07/PDF/Cropland.pdf>

Ruff and Will. Pp. 121-202

## **February 5: Ecological Impacts of U.S. Agriculture**

Ribaudo, Marc. 2003. "'Dead Zone' in the Gulf: Addressing Agriculture's Contribution." *Amber Waves* 1(5). Economic Research Service, USDA.

<http://www.ers.usda.gov/amberwaves/november03/pdf/deadzone.pdf>

Paulson, Tom. 2008. "The lowdown on topsoil: It's disappearing." *Seattle Post-Intelligencer*. January 22, 2008. A1, A4.

[http://seattlepi.nwsourc.com/local/348200\\_dirt22.html](http://seattlepi.nwsourc.com/local/348200_dirt22.html)

Martin, Andrew. 2008. "In the Farm Bill, a Creature From the Black Lagoon." *New York Times*. January 13, 2008.

<http://www.nytimes.com/2008/01/13/business/13feed.html?ex=1200891600&en=047e0a9285419db7&ei=5070&emc=etal>

Tilman, David. 1999. "Global environmental impacts of agricultural expansion: The need for sustainable and efficient practices." *Proceedings of the National Academy of Sciences USA*. 96: 5995-6000.

Leopold, Aldo. 1999. "The Farmer as Conservationist." In J. Baird Callicott and Eric Freyfogle (eds.) *For the Health of the Land*. Washington DC: Island Press. Pp 161-174.

Pfeiffer, Dale. 2006. *Eating Fossil Fuels*. Pp. 1-51.

## **February 7: Case Study of Dane County, WI – guest lecture by Allen Ruff**

Ruff and Will. Pp. 203-314.

## **February 12: Strategies for Addressing Challenges of U.S. Agricultural Structure**

Kirschenmann, Fred, Steve Stevenson, Fred Buttel, Tom Lyson and Mike Duffy. "Why worry about the agriculture of the middle?" [www.agofthemiddle.org](http://www.agofthemiddle.org)  
<http://www.agofthemiddle.org/papers/whitepaper2.pdf>

Allen, Patricia and Martin Kovach. 2000. "The capitalist composition of organic: The potential of markets in fulfilling the promise of organic agriculture." *Agriculture and Human Values* 17: 221-232, 2000.

Berry, Wendell. 1986. *The Unsettling of America: Culture and Agriculture*. San Francisco: Sierra Club Books. Pp. 39-48.

## **February 14: Technology – the Case of Recombinant Bovine Growth Hormone**

Martin, Andrew. 2007. "Consumers Won't Know What They're Missing." *The New York Times*. November 11, 2007  
<http://www.nytimes.com/2007/11/11/business/11feed.html>

Kroger Company press release on rBST.  
[http://www.thekrogerco.com/corpnews/corpnewsinfo\\_pressreleases\\_08012007.htm](http://www.thekrogerco.com/corpnews/corpnewsinfo_pressreleases_08012007.htm)

Monsanto Press release on rBST  
<http://monsanto.mediaroom.com/index.php?s=43&item=449>

Turner, Steven R. 2001. "On Telling Regulatory Tales: rBST Comes to Canada." *Social Studies of Science*. 31(4): 475-506.

## **February 19: Fair Trade**

Raynolds, Laura T. 2000. "Re-embedding global agriculture: The international organic and fair trade movements." *Agriculture and Human Values* 17: 297-309.

## **February 21: Food Systems, Eating as an Agricultural Act**

Kloppenburg, J., J. Hendrickson, et al. 1996. "Coming into the foodshed." *Agriculture and Human Values* 13(3):33-42.

Wilkins, J. L. 2005. "Eating Right Here: Moving from Consumer to Food Citizen." *Agriculture and Human Values*. 22(3): 269-273

Pollan, Michael. 2002. Power Steer. *New York Times Magazine*. March 31.

**February 21<sup>st</sup> - HOMEWORK ASSIGNMENT ON FOODSYSTEMS** due in class. Details on the project available in the “Assignments” section of the Learn@UW Contents page

### **February 26: Immigration & Impacts on “Receiving” Communities**

Kotlowitz, Alex. 2007. “Our Town.” *New York Times Magazine*. August 5.

Economic Research Service. 2005. “Rural Hispanics at a Glance.” Economic Information Bulletin Number 8. <http://www.ers.usda.gov/publications/EIB8/eib8.pdf>

Valentine, B.E. September 2005. “Uniting Two Cultures: Latino Immigrants in the Wisconsin Dairy Industry.” Working Paper 121. The Center for Comparative Immigration Studies. University of California, San Diego.

### **February 28: Immigration & Impacts on “Sending” Communities**

Quiñones, Sam. 2004. “Emigration Brings Dollars Home but Leaves Mexican Town Behind.” *San Francisco Chronicle*. February 9.

VanWey, Leah, Catherine M. Tucker, and Eileen Diaz McConnell. 2005. “Community Organization, Migration, and Remittances in Oaxaca.” *Latin American Research Review* 40 (1): 83-107.

Information on the Puentes/Bridges program linking dairy farm employers and employees in Western Wisconsin. Look at the website and the background and description of the project. <http://www.puentesbridges.org/02HistoryPage.html>

### **March 4: Social Capital**

Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York, NY: Simon and Schuster. pp. 15-64, p 134-147, p 438-451, 466-468

### **March 6: Critiques of Social Capital**

Arneil, Barbara. 2006. *Diverse Communities: The Problem with Social Capital*. Cambridge: Cambridge University Press. pp. 15-25, 41-60, 85-91, 124-128

**HOMEWORK ASSIGNMENT ON Social Capital** due in class. Details on the project available in the “Assignments” section of the Learn@UW Contents page

### **March 11: Review Session for Mid-Term Exam**

### **March 13: Mid-Term Exam in Class**

### **March 18, 20: Spring Break – No Class**

### **March 25: Human – Nature Relationships**

Leopold, Aldo. 1949. *A Sand County Almanac*. New York: Oxford University Press. pp. vii-ix “Foreward”, 6-18 “The Good Oak”, 112-116 “Flambeau”, 129-133 “Thinking Like a Mountain”, 201-226 “The Land Ethic.”

Erikson, Kai. 1998. “Trauma at Buffalo Creek” *Society*. January/February 1998. Pp. 153-161.

### **March 27: Land Use Issues in the Rural – Urban Divide**

Daniels, T.L., and Bowers, D. (1997). *Holding our ground: protecting America’s farms and farmland*. Washington, DC: Island Press. pp. 1-29.

Wisconsin Working Lands Initiative. “Report from the Steering Committee,” August 17, 2006. <http://www.datep.state.wi.us/workinglands/pdf/so-0155web.pdf>

Heimlich, Ralph E. and William D. Anderson. 2001. “Development at the Urban Fringe and Beyond: Impacts on Agriculture and Rural Land.” Agricultural Economic Report No. (AER803) 2001 <http://www.ers.usda.gov/publications/aer803/>

Fulton, William, Rolf Pendall, Mai Nguyen, and Alicia Harrison. 2001. “Who Sprawls Most? How Growth Patterns Differ Across the U.S.” The Brookings Institution. <http://www.brookings.edu/es/urban/publications/fulton.pdf>

### **April 1: Rural Development in the Current U.S. Context**

Atkinson, Robert D. 2004. “Reversing Rural America’s Economic Decline: The Case for a National Balanced Growth Strategy.” Washington, DC: Progressive Policy Institute.

Quark, Amy and Jane Collins. 2006. “Globalizing Firms and Small Communities: The Apparel Industry’s Changing Connection to Rural Labor Markets.” *Rural Sociology*. 71(2):281-310.

### **April 3: Amenity-Led Development**

Green, Gary P, Steven C. Diller and David W. Marcouiller eds. (2005). *Amenities and Rural Development: Theory, Methods and Public Policy*. Northampton, MA: Edward Elgar. P1-5 and 177-196.

Howe, Jim, Ed McMahon, and Luther Propst. 1997. *Balancing Nature and Commerce in Gateway Communities*. Washington DC: Island Press. p. 1-45.

### **April 8: Industrial Development – the Promise of Biofuels**

David Morris. 2005. “Do bigger ethanol plants mean fewer farmer benefits?” *Rural Cooperatives*. USDA. Volume 72(6). <http://www.rurdev.usda.gov/rbs/pub/nov05/bigger.htm>

Urbanchek, John M. and Jeff Kapell. 2002. *Ethanol and the Local Community*. The Renewable Fuels Association.

[http://www.ethanolrfa.org/objects/documents/120/ethanol\\_local\\_community.pdf](http://www.ethanolrfa.org/objects/documents/120/ethanol_local_community.pdf)

Conniff, Richard. 2007. "Who's Fueling Whom?" *The Smithsonian Magazine*. November 2007.

<http://www.smithsonianmag.com/science-nature/presence-biofuel-200711.html>

#### **April 10: Decision Making in Community Development and Natural Resource Use**

Cronin, Amanda and David M. Ostergren. 2007. "Democracy, Participation, and Native American Tribes in Collaborative Watershed Management." *Society and Natural Resources*. 20:527-542.

Hurley, Patrick T. and Peter A. Walker. 2004. "Collaboration Derailed: The Politics of 'Community-Based' Resource Management in Nevada County." *Society and Natural Resources* 17:735-751.

#### **April 15: Power in Rural Sociology - How do we make decisions? Who rules?**

Wright, Beverly. 2005. "Living and Dying in Louisiana's 'Cancer Alley'," in Robert D. Bullard, ed., *The Quest for Environmental Justice: Human Rights and the Politics of Pollution*. San Francisco: Sierra Club Books.

Moses, Marion. 1993. "Farm Workers and Pesticides," in Robert D. Bullard, ed., *Confronting Environmental Racism: Voices from the Grassroots*. Boston: South End Press.

#### **April 17: International Development and Globalization**

Excerpts from Giddens, Anthony. 2000. *Runaway World*. New York: Routledge. In Charon, Joel M. (ed.) 2002. *The Meaning of Sociology: A Reader*. 7<sup>th</sup> Edition. Upper Saddle River, NJ: Prentice Hall. Pp. 380-384.

Giddens, Anthony, Mitchell Duneier, and Richard P. Appelbaum. 2003. *Introduction to Sociology*. New York: Norton. pp. 195-215, 218, 462-463.

Banerjee, Subhabrata Bobby. 2003. "Who Sustains Whose Development? Sustainable Development and the Reinvention of Nature." *Organization Studies* 24(1):143-180.

#### **April 22: Free Trade**

United States Trade Representative. 2005. "Expanding Markets" Fact Sheet.

[http://www.ustr.gov/assets/Document\\_Library/Fact\\_Sheets/2005/asset\\_upload\\_file93\\_8213.pdf](http://www.ustr.gov/assets/Document_Library/Fact_Sheets/2005/asset_upload_file93_8213.pdf)

United States Trade Representative. 2006. "Growth, Prosperity, Jobs, Security" Fact Sheet

[http://www.ustr.gov/assets/Document\\_Library/Fact\\_Sheets/2006/asset\\_upload\\_file451\\_9646.pdf](http://www.ustr.gov/assets/Document_Library/Fact_Sheets/2006/asset_upload_file451_9646.pdf)

Institute for Agriculture and Trade Policy. “*United States Dumping on World Agricultural Markets*” Cancun Series Paper. □ [www.iatp.org](http://www.iatp.org).

Papademetriou, Demetrios, John Audley, Sandra Polaski, and Scott Vaughan. 2003. “NAFTA's Promise and Reality: Lessons from Mexico for the Hemisphere.” Carnegie Endowment Report, November 2003. pp. 1-60. <http://www.carnegieendowment.org/files/nafta1.pdf>

#### **April 24: Hunger, Malthusian Ideas, and Food Distribution**

Food First. 2006. “Twelve Myths About Hunger.” Food First (Institute for Food and Development Policy) Backgrounder. Summer. <http://www.foodfirst.org/12myths> (available on Library/Reserves page)

International Food Policy Research Institute. 2008. “What goes down must come up: Global Food Prices Reach New Heights.” IFPRI Forum. March 2008. pp. 1, 9-12. <http://www.ifpri.cgiar.org/PUBS/newsletters/IFPRIForum/if21.pdf>

Topping, Alexandra. 2008. “Food crisis threatens security, says UN chief.” *The Guardian*. Monday, April 21, 2008  
<http://www.guardian.co.uk/environment/2008/apr/21/food.unitednations>

#### **April 29: The Green Revolution and Genetically Modified Organisms**

Shiva, Vandana. 2000. *The Stolen Harvest*. Pages 1-56, 79-127.

Buttel, Fred. 1999. 'Agricultural Biotechnology: Its Recent Evolution and Implications for Agrofood Political Economy.' *Sociological Research Online*, vol. 4, no. 3, <http://www.socresonline.org.uk/4/3/buttel.html>

**HOMEWORK ASSIGNMENT ON Development Literature Analysis** due in class. Details on the project available in the “Assignments” section of the Learn@UW Contents page

#### **May 1: Energy, Development and the Global Environment**

Pfeiffer, Dale. 2006. *Eating Fossil Fuels*. Pp. 53-85

UNDP. 2008. Human Development Report 2007/2008. Fighting climate change: Human solidarity in a divided world  
[http://hdr.undp.org/en/media/hdr\\_20072008\\_summary\\_english.pdf](http://hdr.undp.org/en/media/hdr_20072008_summary_english.pdf)

## **May 6: Justice and Equality in Rural Development, International Development, and Natural Resource Use**

Dugger, William M. 1996. "Four Modes of Inequality." In *Inequality: Radical Institutional Views on Race, Class and Nation*. Greenwood Press. In Charon, Joel M. (ed.) 2002. *The Meaning of Sociology: A Reader*. 7<sup>th</sup> Edition. Upper Saddle River, NJ: Prentice Hall. pp. 132-144.

Harries, Kate. 2008. "Lubicon fight proposed TransCanada pipeline." *Indian Country*. April 4, 2008. <http://www.indiancountry.com/content.cfm?id=1096416977>

Obi, Cyril. 2007. "Resource Control in Nigeria's Niger Delta." *Global Knowledge: Research Across Boundaries*. No. 2. p. 58-62.  
[http://siu.no/en/konferanser\\_og\\_publicasjoner/global\\_knowledge/issues/no\\_2\\_2007/resource\\_control\\_in\\_nigeria\\_s\\_niger\\_delta](http://siu.no/en/konferanser_og_publicasjoner/global_knowledge/issues/no_2_2007/resource_control_in_nigeria_s_niger_delta)

## **May 8: Review Session for Final Exam**

**HOMEWORK ASSIGNMENT ON Decision-Making** due in class. Details on the project available in the "Assignments" section of the Learn@UW Contents page

## **May 13: Final Exam - 7:25-9:25pm. Van Vleck Hall, B239**

**Agro-foodsystems Assignment (50 points)**  
**Rural Sociology 140, Spring 2008**

Appendix - Assignments

Due in class, Thursday, February 21<sup>st</sup>  
2 - 3 pages, double-spaced, 12 point font, normal margins.

Your assignment is to take one day leading up to this assignment and chart your consumption of agricultural products for the day. In a paragraph or two, summarize what you ate on this day. Pick one fruit, vegetable, dairy, or meat product that you ate and do a little research.

Use your “sociological imagination” to think about the social, economic, and ecological biography and history of what you ate.

- Where did it come from?
- What company made it, processed, and/or packaged and marketed it to you?
- Who grew it or raised it? Who harvested it?
- How many miles did it travel to get to you?
- How was it transported to Wisconsin? (ship, plane, train, truck? All of the above?)
- How much did it cost and who got the money that you paid for it?
- What are the social and ecological costs and benefits, if any, of this thing you ate?

It is possible that you may not be able to find out lots of specifics, but that may in fact be part of the story. But if you know the company that sold you the product, check if they have a website, does the company or parent company have an annual report the is available?

You may need to do some speculation. Researched speculation is encouraged. For example, if you ate a mango from Brazil, perhaps you can find information about the mango industry generally in Brazil. If you ate cheese in a frozen pizza, you may be able to find out specifics on the company that made it and where they source their products from. Make sure you cite all articles, books, websites, or communication you use in your reporting on the food item you are researching. Consider this a research paper.

If you are having a hard to time tracing a fruit or vegetable, USDA tracking of commodity movement nationally and imports figures may help you make an educated hypothesis about where your fruit or vegetable came from, for the sake of argument. This USDA document from 2001 can be used as a source,

<http://www.ams.usda.gov/fv/mncs/shippsumm02.pdf>. Perhaps you don't know where your apple came from but if, for example, the USDA reports that in February 75% of all apples come from Washington state you might hypothesize that the apple that you ate came from there.

This assignment will be graded on the effort that you have put into to researching and reporting on the social, economic, and ecological aspects of the food item you select, use of the sociological imagination, as well as clarity and citations.

**Social Capital Assignment (50 points)**  
**Rural Sociology 140, Spring 2008**

Due in class, Thursday, March 6, 2008  
2-3 pages double spaced, 12 point font, normal margins

Your assignment is to assess and analyze the idea of social capital, in the context of the place that you spent your high school years.

Make sure you read carefully the assigned readings on social capital before completing the assignment. These are available on the Library/Reserves page. In the syllabus you are assigned:

Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York, NY: Simon and Schuster. pp. 15-64, p 134-147, p 438-451, 466-468

Arneil, Barbara. 2006. *Diverse Communities: The Problem with Social Capital*. Cambridge: Cambridge University Press. pp. 15-25, 41-60, 85-91, 124-128

After reading the selections from Putnam and Arneil, think back to the place that you spent your high school (or equivalent) years and the activities and organizations that may or may not have formed social capital in that community.

1. Make a list of the organizations, groups, institutions that you and your family belonged to or participated in that provided you with social capital.
2. Make a list of other organizations, groups, institutions in the community that were sources of social capital that you and/or your family did not participate in.
3. Based on Putnam's definition, were the organizations, groups, and institutions listed in 1 and 2 sources of "bridging" or "bonding" capital. Explain briefly how you understand the difference between these two concepts. (It might be easiest to make a table of answers to 1 and 2 and include a column to indicate bridging or bonding)
4. Do you think that your community had strong social capital?
5. How did the social capital in your community correlate or not correlate to democratic and civic participation?
6. Considering Arneil's critique of Putnam, was the social capital in the place you lived while you were in high school a good thing or were there drawbacks? What were the strengths and weaknesses/goods and bads of the social capital you have in your lists above? Make sure you explain your answer thoroughly.

**Development Literature Assignment (50 points)**  
**Rural Sociology 140, Spring 2008**

Due in class, Tuesday, April 29, 2008  
2-3 pages double spaced, 12 point font, normal margins

This assignment is focused on a careful reading of the Banerjee article assigned for April 17<sup>th</sup> (full citation below). Please note that the Banerjee article has replaced the Carruthers article listed for this day in the original syllabus. It is available on the Library/Reserves webpage for the course.

Banerjee, Subhabrata Bobby. 2003. "Who Sustains Whose Development? Sustainable Development and the Reinvention of Nature." *Organization Studies*. 24(1):143-180.

Your task is to learn the concepts of global development and sustainable development and consider the competing narratives or "discourses" of these two concepts. The primary focus of the assignment is to think about the genealogy and evolution of ideas in the academic process using the Banerjee article as an example. I have outlined the three requirements of the paper below (in bold).

You need to carefully read the article. Do not get overwhelmed by the section on Theoretical Genealogy pages 145-149, but do read it. The main flow of the argument is started in the introduction and then continues on page 149. There are a couple other challenging sections that are more specific to the literature and the journal that this article is in – take a deep breath and work your way through them.

**1. In your paper you need to spend 3-5 paragraphs answering these questions:**

- According to Banerjee what is the underlying assumption or guiding force of the idea and ideals of development?
- How does the Brundtland Commission define sustainable development? What are the three aspects identified?
- What is a critique that Banerjee makes about this definition of sustainable development? What are his suggestions for making sustainable development more sustainable?

**2. The main body of your paper is an examination of the genealogy of ideas around development and sustainable development.**

Pick one idea, argument, or assertion in Banerjee's article that interests you and look up a citation in the bibliography that the author offers as a source. Identify in your paper what argument or assertion you are looking at (it can be a general idea or a specific passage), make sure to include the page number(s) of where it appears. Then your task is to look up that source. Most of the citations should be available through the UW library system. Find that source. Take a look at it. I do not expect you necessarily to read the whole thing, but find the area in the source that deals with the idea that you are following from Banerjee. Provide a short summary (2-4 sentences) of how this author covers the argument or assertion. Where does this first source get his or her ideas? Pick one citation in this source and find it. Provide a full citation and short bit of information about what part of the argument or assertion is included in this second-generation source.

**3. In your final paragraph let me know what you have learned or discovered while completing this assignment.**

So to clarify the whole assignment: if I read the Banerjee article and I was intrigued by an idea for which John Doe is cited (Doe 1998) I would go to the end of the Banerjee article and find this full citation for Doe 1998. I would then find this article or book. Read this to get an idea of the scope of it. Then I would look to where Doe gets his ideas. I would pick a citation from Doe's bibliography and find that source.

**Decision-Making Assignment (75 points)**  
**Rural Sociology 140, Spring 2008**

Due in class, Thursday, May 8, 2008  
2-3 pages double spaced, 12 point font, normal margins

Your assignment is to assess and analyze the way that decisions are made in the public space or public sphere. Attend a public meeting with your sociologist hat on and write a short 2-3 page paper. Think about how we make decisions by observing and analyzing:

Who gets to speak?  
How do they speak?  
Who makes the decisions?  
How are decisions actually made?  
What information is presented and How is information presented?  
What information is considered relevant?  
How did you feel as a member of the public in the room?

In your paper provide answer the questions above. Micro-level details should be included if you think they are relevant (for example – how was the room arranged? Were people facing each other, etc?) Be sure to include a clear description of the meeting that you attended, when and where. What was the decision-making body that you observed? What is their area of governance (for example, are they a Committee of the County Board or maybe the City Council. Or perhaps this was a Committee connected to the State Assembly or Senate)? Who do they answer to?

You are not expected to stay for the full meeting if you do not want to. But you should plan on being at the meeting for at least one hour. Attach a copy of the meeting agenda to your paper, note on the agenda the portion of the meeting that you were present. You will most likely be able to obtain a copy of the agenda via the internet, but if not ask someone at the meeting for a copy of the agenda. To answer the questions about information you should try to get a copy of any handouts that are part of the discussion, at least to look at while you are there if you can not get a copy to take home.

Ideally you will attend a public meeting, and best of all a public hearing that involves testimony from the public. Please try to attend a meeting that has something to do with issues of land use, agriculture, the environment, urban and rural development, etc. Talk to me in advance if you can not attend a meeting that covers these issues. We are lucky to be here in Madison because we have city, county, and state meetings at our doorstep.

Listed below are some possible meetings to attend. Note some are public hearings and some are meetings at which decisions are made (or a combination of the two). I do encourage you to attend a public hearing if possible. Of those listed, the Dane County Zoning and Land Committee is the one I recommend highly. Also the City committee meetings will probably offer much food for thought. I will also email you meetings that come up as the semester progresses.

Some Possible meetings.

**Dane County** <http://www.co.dane.wi.us/committees/>

Dane County – Zoning and Land Regulation Committee

Public hearings are held the fourth Tuesday of each month at 7:30 PM. Barring any changes this will be April 22nd. THE CITY-COUNTY BUILDING, 210 Martin Luther King, Jr. Blvd., Madison, Wisconsin-  
check agenda for room.

Dane County – Land Conservation Committee

4th Wednesdays of each month at 5:45PM, Lyman F. Anderson Agriculture & Conservation Center. Barring any changes this will be April 23<sup>rd</sup>.

1 Fen Oak Court, Room 208, Madison, WI 53718 or City-County Building. (check agenda for location).

Dane County – Environment, Agriculture and Natural Resources Committee

The EANR Committee meets the 1st and 3rd Tuesdays at 5:30 pm.

Lyman F. Anderson Agriculture and Conservation Center - Room 208

1 Fen Oak Court, Madison, WI 53718

Dane County – full County Board, meets April 10th, 15th, and 24th. Attend the portion were the petitions for zoning changes is discussed. I believe the meetings on the 10<sup>th</sup> and the 24<sup>th</sup> are at 7pm at the City County Building, 210 Martin Luther King, Jr. Blvd., Madison, Wisconsin. You will need to check on the meeting on the 15<sup>th</sup> and if it is going to include issues of zoning, land use, agriculture, development etc.

**City of Madison** <http://www.cityofmadison.com/>

Common Council (do not know if they will be covering issues relevant to class – check agenda before going)

Tuesday, April 8th and April 22nd; 6:30 p.m., Room 201, City-County Building

210 Martin Luther King, Jr. Boulevard. Agenda: Not Yet Posted

<http://www.cityofmadison.com/mayor/mycommit.html>

<http://legistar.cityofmadison.com/calendar/> (scroll down for March-May meetings)

**COMMUNITY DEVELOPMENT AUTHORITY**

2nd Thursday of month, 4:30 PM - 215 MLKJ Blvd; Room varies

**Economic Development Commission**

1st Wed of month; 5:00 PM; 215 - LKJ Blvd; Rm 101

**Commission on the Environment**

3rd Monday of month; 4:45 PM; 210 MLKJ Blvd; Room 103A

**SUSTAINABLE DESIGN AND ENERGY COMMITTEE**

2nd Monday of month; 4:00 PM; 215 MLKJ Blvd; Rm 300

Many other City committees may have some interesting discussions relevant to class. Check website above.

### **State public hearings and meetings**

It is difficult to know the legislative schedule because they are wrapping up this legislative session. But there may be some meetings that come up. Check the schedule periodically to see if there is anything “on”

<http://committeeschedule.legis.state.wi.us/> There may also be State agency meetings that you can attend.

Check the various agency websites for these meetings.