

RURAL SOCIOLOGY

SOC 3610

INSTRUCTOR:

Emily "Beth" Wilson
bethwilso@gmail.com

COURSE DESCRIPTION:

This class investigates the interrelationships between the social, economic, and environmental changes that are transforming rural areas. Objectives specific to the course are: (1) increase student's understanding of change in modern rural societies; (2) provide students with some basic sociological concepts and tools that can help them understand a wide range of contemporary social issues, and (3) develop student's ability to think critically about rural social and economic issues.

This course is considered *writing intensive* and therefore, significant attention will be paid to the development of good written skills (demonstrated via writing assignments, discussions and e-mail correspondence).

COURSE OBJECTIVES:

Sociology courses contribute collectively to form major goals of the Sociology Program. In these courses students learn to: (1) communicate effectively; (2) think critically, analytically, and reason logically about social issues and/or social problems; (3) understand and use sociological principles, concepts, and theories to examine social behavior and issues, and (4) understand and review the application of sociological methods to social behavior and issues. Specific quizzes, exams and/or assignments in this course will assess students learning in one or more of the above objectives.

COURSE RESOURCES:

Textbook(s)

Rural Communities, Legacy + Change 5th edition by Cornelia Butler Flora, Jan L. Flora and Stephen P. Gasteyer
2016 Westview Press. ISBN-13: 978-0-8133-4971-8

Additional Readings

Readings will be taken from an array of sources: peer-reviewed journals and any other relevant texts/medium. Most readings will be available in Canvas in .pdf format. Other readings will be available online, with a hyperlink provided.

GRADING:

Course Breakdown: There are 3 Discussions, 6 quizzes and a comprehensive exam; none of these are proctored, so you should be able to take them from any computer that can access the course. Additionally there will be one graded written assignment, which will not be accepted until the quizzes and comprehensive exam have been completed. I will add 3% in points to your overall score for completing the course evaluation. (I do not administer the course evaluation - so please watch for it to become available, complete it while it is available, and contact the Distance Ed. folks should you have any questions.)

Component	Points
Discussion 1	50
Discussion 2	50
Discussion 3	50
Quiz 1	90
Quiz 2	90
Quiz 3	90
Quiz 4	90
Quiz 5	90
Quiz 6	90
Comprehensive Exam	160
Writing Assignment	150
Total Points	1000

Grades will be assigned as follows:

A 940-1000 A- 900-930 B+ 860-890 B 830-850 B- 800-820 C+ 760-790 C 730-750
 C- 700-720 D+ 660-690 D 600-650 F 590 or below

COURSE ACTIVITIES:

This course has been created in a way that facilitates self-paced learning! In other words, you can go as quickly or slowly as you like BUT all work must be completed by approximately 8:00 p.m. on the last day of the semester.

Readings

We will read two chapters from the textbook and one to four Additional Readings with each module. *Although you will not be quizzed specifically on FYIs, the information supplements the required material and will further your understanding of course principles (please check them out!)*

Discussions

There are 3 graded Discussion Assignments; each is worth 50 points (a total of 150). Points will be awarded based on originality, content and substance. We will also use the Discussion tool as a way to share communication with each other regarding relevant course information. Things we post here can be viewed (and responded to) by any classmate and myself, and I reserve the right to delete anything that I feel is inappropriate or disrespectful.

Quizzes

There are 6 quizzes worth 90 points each (10 questions @ 9 points a piece). You can take each quiz twice and count the one with the higher score. It is your responsibility to take the quizzes when they are available! I will make them **available from the second week of class until the last day of class**. They will only be available during these times. You will have 20 minutes to take each quiz, which will consist of multiple choice and true/false questions. The quiz questions come from: *My Lessons* and the Reading Material (any required reading material and the textbook chapters mentioned in the Modules). If this is your first online course experience, I

suggest taking the practice quiz so that you can get a feel for the Quiz tool and time limits. Using course materials during the quizzes is acceptable, but please plan accordingly - do not use up the quiz time trying to look things up!

Exams

The Comprehensive Exam is worth 160 points (16 questions @ 10 points a piece) and will comprehensively cover the contents of this course. You will have 35 minutes to take this exam, which will consist of multiple choice and true/false questions. You will only have one attempt taking this exam and because the questions will come from the same 'bank' as the quizzes, studying your past quizzes is a good way to prepare for the exam.

Writing Assignment

The Writing Assignment is worth 150 points and requires you to submit/upload a 3 page double spaced document in which you respond to the material you read for class. Whether you are writing about a specific rural place or personal experience, you should summarize key information and include information from the readings by raising questions and drawing parallels. This should read as a well organized essay in which you have recorded your thoughts, insights, and impressions about the course material. You are allowed to ask questions and speculate; to clarify, modify, and extend ideas. You should work on this assignment throughout the semester, essentially keeping track of (or logging) your ideas as you go. (I would suggest writing approximately one-half page after completing each module). Then after you have completed all of the coursework recreate this (log) into a well-written document to be submitted. Because this is an upper-division Communications Intensive course I expect this Writing Assignment to display organizational and grammatical writing skills of this level.

Modules (or Course Content)

I have broken the materials and quizzes into six modules/sections. This is where you will find my Lessons and the list of any required and supplemental readings. Anything you link to with an FYI in front of it - is for your information only (meaning you will not be quizzed on this material.) I may continue to add FYI links to this course throughout the semester. I encourage you to check this information out!

Module One:

Lesson 1: Rural Landscapes and the Importance of Place (See Text chapter 1)

Lesson 2: Natural Capital (see Text chapter 2)

Please refer to our canvas course for additional Readings and Resources

Quiz #1

Module Two:

Lesson 3: Cultural Capital and Legacy (see Text chapter 3)

Lesson 4: Human Capital (see Text chapter 4)

Please refer to our canvas course for additional Readings and Resources

Quiz #2

Module Three:

Lesson 5: Social Capital and Community (see Text chapter 5)

Lesson 6: Political Capital (see Text chapter 6)

Please refer to our canvas course for additional Readings and Resources

Quiz #3

Module Four:

Lesson 7: Financial Capital (see Text chapter 7)

Lesson 8: Built Capital (see Text chapter 8)

Please refer to our canvas course for additional Readings and Resources
Quiz #4

Module Five:

Lesson 9: The Global Economy (see Text chapter 9)

Lesson 10: Consumption in Rural America (see Text chapter 10)

Please refer to our canvas course for additional Readings and Resources
Quiz #5

Module Six:

Lesson 11: Governance (see Text chapter 11)

Lesson 12: Generating Community Change (see Text chapter 12)

Please refer to our canvas course for additional Readings and Resources
Quiz #6

Finale':

Comprehensive Exam

Course Writing Assignment

COURSE POLICIES:

Instructor and Student Feedback/Communication

I will post and read in the Discussions tool. I will use the Announcements tool to communicate changes to the course and other course information. I will contact collective and individual students via the Canvas **Mail tool**. My preferred method of communication with individual students is via this email. If you are not yet comfortable using the Canvas Mail please send your email to bethwilso@gmail.com. I will respond to email **within two week days** (Monday - Friday) and I welcome all feedback on the course!

If you experience a legitimate emergency (according to my standards) which will prevent you from completing required coursework on time, I expect you to communicate with me at the earliest reasonable opportunity. Please state the nature of the emergency, and when you expect to turn in the coursework.

UNIVERSITY POLICIES & PROCEDURES:

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

Academic Integrity - "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge : To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at [\(435\) 797-1266](tel:4357971266).

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: [435-797-2444](tel:435-797-2444)
- Website: <http://www.usu.edu/drc/>

Disability related resources for current students:

- [DRC Student Handbook](#)
- [Deaf and Hard of Hearing Student Handbook](#)
- [Disability Related Scholarships](#)
- [Campus Resources](#)
- [Documentation Guidelines](#)
- [Online Resources for Students with Disabilities](#)

Diversity Statement

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

- Michelle Bogdan, Director of Access and Diversity Center:
[\(435\) 797-1728](tel:435-797-1728), michelle.bogdan@usu.edu
- James Morales, Vice President of Student Services:
[\(435\) 797-1712](tel:435-797-1712), james.morales@usu.edu
- Brooke Lambert, LGBTQA Program Coordinator, Access and Diversity Center:
[\(435\) 797-1164](tel:435-797-1164), brooke.lambert@usu.edu
- Daryn Frischknecht, Student Advocate:
[\(435\) 797-7460](tel:435-797-7460)

You can learn more about your student rights by visiting <http://www.usu.edu/student-services/studentcode>.

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)