

Rural Landscapes and Livelihoods (GEOG/ENVI 375) Spring 2023

Faculty: Holly Barcus

Meeting Time: MWF 1:10-2:10, Car 105

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Office Hours: Office Hours:

M/W 2:30pm-3:30pm [In-person only];

Tues 10:00am-11:00am [ZOOM ONLY];

Thurs 8:00am-9:00am [ZOOM ONLY];

Calendar Link for Zoom: <https://tinyurl.com/dp4wynha>

Or by appointment

COURSE DESCRIPTION AND OBJECTIVES

Rural Landscapes and Livelihoods: A Geography of Rural Land use and Community Change challenges students to think about the intersection of social, economic and environmental sustainability in the context of Global North country landscapes. Using a sustainable development framework, this course emphasizes the linkages between human and physical landscapes through the evaluation of land use and community change in rural areas throughout the US. We will explore the implications of demographic (including migration and immigration), economic, cultural, and environmental changes for rural environs using several case studies throughout the region, including field excursions to rural communities experiencing significant economic, social, and demographic change. Rural community strategies for adapting to and accommodating competing demands for water, land use, agribusiness, tourism and second home development will be considered, including pressure for new housing developments, recreation opportunities (boating, fishing, hiking, biking), and conservation needs.

In *Rural Landscapes and Livelihoods*, we will explore the ways in which diverse groups of people interact with the natural environment to produce the contemporary landscapes and how traditional and contemporary livelihoods and imaginings of “rural” influence local and regional development of rural places. The course emphasizes how social, political and economic structures, influence the scale of economies in rural places and in turn, how these economies facilitate new migration patterns. The course specifically engages with conversations about the changing ethnic diversity of rural places and the complex and varied outcomes of increasing ethnic restructuring in small rural communities.

Students will be exposed to theoretical and empirical approaches to rural development in different regional contexts, as well as problems associated with these development paradigms.

REQUIRED TEXTS

Stuesse, Angela. 2016. *Scratching out a Living: Latinos, Race, and Work in the Deep South*. University of California Press: California USA.

Cramer, Katherine J. 2016. *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago: University of Chicago Press.

All other articles and readings will be available via the Moodle site for this course.

COURSE REQUIREMENTS & GRADING

Attendance & Participation – This is a seminar-style course organized around a series of discussions about rural community issues. Attendance and active participation are crucial to really being engaged with the topics we will be exploring. Active participation, including being prepared for class, sharing your thoughts and opinions and reflecting on those of others, will enhance your learning and help facilitate greater understanding of rural regions of the world.

Discussion Leaders – Each person will facilitate one discussion during the semester in partnership with one other student. There are many different ways to generate discussion so be creative!

Position Papers – There are many ways to refine your writing skills. As a discussion-based course, we will employ low-stakes writing assignments for the purpose of practicing the art of synthesizing information in written form and to prepare for our discussions. A position paper argues for a particular perspective for a given issue. We will discuss many significant rural issues in class. Your work for each position paper is to take a stand and argue your perspective persuasively. This will mean developing a thesis and providing evidence to support your perspective. You will also need to be succinct in your writing.

Extractive Economies Group Presentation - This exercise is meant to accomplish two goals; first is to provide a context for discussing resource issues from multiple perspectives and secondly to begin to tie together broad generalizations of resource issues with local, or country-scale, examples. Second is to explore, in depth, one dimension of the implications of resource extraction on rural places and populations.

Final Paper – As an upper-division course, you are required to write a final research paper. We will work on these papers over the course of the semester, including proposals, drafts and peer-editing, and a final oral presentation. We will discuss the paper and associated assignments in detail in class.

Field Trip – This semester we will be heading north from the Twin Cities to explore a few rural communities of the upper Midwest, including Grantsburg, Bayfield and Ashland Wisconsin. Our journey begins on a Friday morning and concludes late Saturday evening. Many more details will be forthcoming.

GENERAL CLASSROOM NOTES

Courtesy – The first and most important classroom policy is to BE COURTEOUS! This includes:

- If you arrive late or need to leave early, do so with a minimum of disruption.
- Please turn-off all cell phones and other electronic devices during class.
- Be polite when others are speaking, there is enough time to discuss all perspectives.

Moodle – A fair amount of course information will be disseminated via Moodle. Please be sure to check the Moodle site regularly for readings, notices, and supplemental course information.

Academic Resources – The MAXX Center (<http://www.macalester.edu/max/>) is a great resource for writing, time management and other study skills.

Participation - This is primarily a discussion-based course. I define participation as attending class regularly and on-time, asking questions, contributing significant to discussions (but not dominating), being prepared (this means doing the readings and exercises before coming to class) and generally being intellectually engaged in the material.

3 Question Rule: Asking questions following in-class presentations or guest lectures is an acquired skill. Such skills only improve with practice. The 3 Question Rule requires that 3 questions be asked following every presentation that occurs in this classroom. As a general rule, we will not move on to the next

presentation until at least three questions have been asked of the presenter(s). Questions can come in a variety of forms, for example, asking for clarification, or more information. Think critically, ask questions.

Academic Integrity – Cheating and plagiarism are unacceptable and dishonest. In this class you are expected to complete and turn in your own work and to follow established academic practices regarding proper use and citation of materials and ideas that are not your own. Engaging in cheating or plagiarism will result in a failing grade in this class. More information is available about Macalester’s academic integrity policy in the Student Handbook (www.macalester.edu/deanofstudents/handbook/acad_pol.htm#003).

Supporting Student Learning

In some circumstances, course design may pose barriers to a student’s ability to access or demonstrate mastery of course content. If you are encountering barriers to your learning that we can mitigate, please bring them to our attention. Reasonable accommodations are available for students with documented disabilities. Contact the Disability Services office by emailing disabilityservices@macalester.edu, or calling 651-696-6874 to schedule an appointment to discuss your individual needs. It is important to meet as early in the semester as possible; this will ensure that your accommodations can be implemented early on.

Office Hours – Office hours provide a great opportunity to discuss questions, issues, or concerns about the class or to just talk about rural issues. Feel free to stop by during office hours or schedule a different time to meet, if your schedule conflicts with the posted office hours.

Incompletes – Incompletes will be given according to Macalester policy; it will be given only to students “who have encountered difficulties beyond their control that have hindered their academic progress.”

Make-up and Late Assignments – Late assignments will be accepted for partial credit only.

Grading (750 pts)

Participation = 200

Discussion Leadership = 100

Final Paper = 250

 Proposal (25)

 1st Draft (50)

 Peer Review (25)

 Final Draft (100)

 Final Presentation = 50

4 Position Papers (25 pts. each) = 100

Extractive Economies Group Presentation = 100

A = 94-100%; A- = 90-93.9%; B+ = 87-89.9%; B = 83-86.9%; B- = 80-82.9%; C+ = 77-79.9%; C = 73-76.9%; C- = 70-72.9%; D = 60-69.9%; F < 60%

General Schedule: Dates are approximate – we will adjust as needed.

WEEK	DATE	TOPIC	READINGS	DUE DATES, ETC.
1	Jan 20	Introductions & Course Overview		
2	Jan 23	What is “rural”? The Rural Landscape in Western, Developed Countries (Lecture)	Woods 2005, Ch 1 & Ch 3; Yarwood 2005	Assign Discussion Dates
	Jan 25	The Contemporary Rural Landscape (Lecture / Discussion)	Woods 2005 Ch 12	
	Jan 27	Getting a handle on the research paper: Expectations and Brainstorming		What is a Position Paper? Thesis statements, etc.
3	Jan 30	Library Day – Meet in the Library Instruction Room, #206		
	Feb 1	Changing Rural Attitudes and Perspectives: Politics of Resentment	Cramer Ch. 1-3	
	Feb 3	Politics of Resentment	Cramer Ch. 4-5	Research Proposal due by 4pm
4	Feb 6	Politics of Resentment	Cramer Ch. 6-8	
	Feb 8	Changing Demographics of Rural America (Lecture/Discussion)	Rowlands & Love 2021; Matysiak & Peters 2023	
	Feb 10	The Great Plains: A Case Study	Barcus and Simmons 2013	Position Paper 1 Due at 4pm
5	Feb 13	Scratching out a Living: Latinos, Race, and Work in the Deep South	Stuesse 2016 Ch. 1-3	
	Feb 15	Scratching out a Living: Latinos, Race, and Work in the Deep South	Stuesse 2016 Ch. 4-6	
	Feb 17	Scratching out a Living: Latinos, Race, and Work in the Deep South	Stuesse 2016 Ch. 7-10	
6	Feb 20	Rural Tourism	Fletchall 2016; Kraker 2016	Position Paper 2 Due at 4pm
	Feb 22	Changing Livelihoods and lifestyles in rural America: Economic change, Second homes ~ rural development or rural sprawl?	Weichelt & Zeitler 2021; Labao 2014 (optional)	
	Feb 24	Writing Day		
7	Feb 27	Native Americans, Tourism, and Rural America	Phillips 2021 Intro & Conclusion chapters	
	Mar 1	TBD		
	Mar 3-4	RURAL FIELD EXCURSION (FRIDAY & SATURDAY)		

8	Mar 6	Digesting our Field Excursion (bring field notes to class)		
	Mar 8	Rural Gentrification	Thompson 2016	Position Paper 3 Due at 4pm
	Mar 10	Rural Poverty https://www.ohio-forum.com/2017/02/wealth-poverty-aging-appalachia-feb-9/	Tickamyer et al. 2017; Weber and Miller 2017; Gunderson 2022	
	Mar 12-18	SPRING BREAK!!		
9 (AAG Denver)	Mar 20	COVID and Rural America	Brooks 2021	
	Mar 22	Health & Health Care in Rural America	TBD	
	Mar 24	Writing Day		1 st FULL draft of paper due Friday @ 4pm – 2 <i>printed</i> COPIES
10 (IGU EC Meeting)	Mar 27	PEER REVIEW In-Class		
	Mar 29	Extractive Economies In-Class Research Day		
	Mar 31	The Rural Environment: Agriculture, Extractive Economies, and Landscapes (Lecture)	Woods 2005 Ch 5; Brown 2013	
11	Apr 3	Case Study Appalachia	TBD	
	Apr 5	Extractive Economies Group Presentations		
	Apr 7	Extractive Economies Group Presentations		
12	Apr 10	Overview of Contemporary Agriculture	Woods 2005; ERS 2016	
	Apr 12	FRESH DVD		
	Apr 14	Non-Conventional Agriculture	TBD	
13	Apr 17	Catch-up, Review & Course Evaluation		
	Apr 19	Writing Day		Position Paper 4 Due by 4pm
	Apr 21	Writing Workshop & MUGS Prep		
14 (MUGS)	Apr 24	Writing Workshop & MUGS Prep		
	Apr 26	Final Research Presentations		

	Apr 28	Final Research Presentations		
SAT	Apr 29	Midwest Undergraduate Geography Symposium (MUGS)		MUGS, 9-4 @ St. Thomas
15	May 1	Final Research Presentations		
FINAL EXAM	MAY 5	<i>FINAL EXAM Period</i> FRIDAY 1:30-3:30 Final Presentations (as needed)		Final papers due FRIDAY by 4pm: 1 copy to Moodle Dropbox & 1 printed copy in Holly's box in Geography Office.