

SOCI 355: Rural Life in a Global Society

Winter 2021
Monday and Wednesday
2:35 p.m – 3:55 p.m.

Prof. Shelley Clark

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Office Hours: Tuesdays 1:30 p.m. – 3:30 p.m.

Office Address: Zoom <https://mcgill.zoom.us/j/85620331442>

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Office Hours: Wednesdays 4:00 p.m. – 5:00 p.m.

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<https://zoom.us/j/93745185684?pwd=cGVZVWJOS0pyUDIvSk5PdEFUT1NrZz09>

All times are E.S.T.

Course Content:

Focus on rural life in North America in the context of rapid globalization and accompanying social, demographic, economic, and cultural change. Topics include rural identity, persistent poverty, gender, race/ethnicity, environmental issues, politics, economic development strategies, education, demographic decline and aging, internal migration, health, and family dynamics.

Assessment

Grading Policy:

10%: Hometown Podcast

Due: February 1

35%: Midterm

Due: February 22

10%: 5 Discussion Sessions (2% each)

45%: 3 Essays (15% each)

Fixed Lectures: On the dates indicated below, there will be live lectures hosted on Zoom. These lectures will start at 2:35 on Monday or Wednesday and last between one hour and one hour and 20 minutes. Students are accountable for the material covered in the lectures for both their midterms and their essays. The Zoom sessions will be recorded and posted on MyCourses for students who are unable to attend. Students will be encouraged to ask questions during these live sessions. Students unable to attend can post their questions in the Discussion Board in MyCourses and either the instructor or the TA will respond.

Discussion Sessions

The course is divided into six main topics: 1) Economics, 2) Internal Migration, 3) Gender and Families, 4) Life Course, 5) Health and 6) Civil Society, Punishment, and Politics. At the end of each section, on the dates indicated below, students will be required to participate in a discussion session. Students will be divided into three or four groups. Two of these groups will meet for 40

minutes during the regularly scheduled class time. A fourth group will be held at a time that accommodates most students unable to attend a Zoom session during the scheduled course time. Discussions will be facilitated by the TA or instructor, but students are expected to both raise their own questions and respond to discussion prompts. Participation is required in at least five of the discussion sessions. If students are unable to attend any of the three discussion times, they should contact the instructor at least one week prior to the discussion session. They will then be given the discussion questions and submit written responses.

Essays

Students will write three essays addressing one of the six main topics. The essays should be between 3 and 4 pages excluding references, double-spaced, and in 12 point font. You may respond directly to the suggested questions for each topic or develop a related question of your own (which will need to be pre-approved by the instructor). The question you are addressing must be clearly stated at the top of each essay. You are expected to draw on material beyond the syllabus readings in your responses to these questions. Essays are due before 2:30 p.m. on the date of the discussion of that topic. You cannot write two essays on the same topic, even if they are responding to different questions. Essays pertaining to topics that have already been discussed in class will not be accepted.

Midterm

The midterm will consist of True/False, Multiple Choice, and Short Answers. Students are responsible for all information covered in the lectures and in the readings. You will have 3.5 hours to complete the midterm once it has begun. You must start and finish your midterm between February 22nd at 2:30 p.m. and February 25th at 2:29 p.m. You may use course material to help you, but you may not receive help from other individuals (regardless of whether or not they are in the course).

Hometown Podcast

For some answering the question “where are you from” is easy; for others the answer is “it’s complicated”. For some their “hometown” is an hour away from their house; for others it’s not a town, but a big city. How do you answer this common question? Would you describe your hometown as rural? Is it officially classified as rural? What makes your hometown special? Describe its environment, population, schools, local economy, racial/ethnic composition, dominant religious groups, special festivals/events, etc. What are the advantages/disadvantages of having grown up in your hometown? Do you feel a connection or identity with your hometown? Why or why not? Do you intend to return (or if you are from Montréal remain) in your hometown after your education? (These are suggested questions. You do not need to answer them all, but you should put some thought and research into your answers and specifically consider how the rurality or urbanicity of your hometown shapes your answers.) Podcasts should be 3 to 5 minutes long. Either an audio or video recording is acceptable. Videos/podcasts must be submitted via myCourses by 5:00 p.m. on February 1. Submission will be through the Assignment tab. If you wish to share your podcast with your fellow students, you are welcome to also post it on the discussion board.

Video: Please submit your video in either .mp4 or .mov format

Podcast: Please submit your podcast in .mp3 format

These are the most common formats for digital videos and audio files. All audio/video editing and playing software can generate and play them.

Course schedule

Articles and Chapters: ***preceding an article or chapter indicates that this is a suggested reading. The syllabus posted on MyCourses contains hyperlinks to selected articles available in electronic journals or on the web. If an article or chapter is not available on the web, it will be posted on MyCourses under Readings.

January 11: *Common Myths about Rural Life*

- Lichter, D., and Brown, D. (2011). Rural America in an Urban Society: Changing Spatial and Social Boundaries. *Annual Review of Sociology*, 37, 565-592.
<http://dx.doi.org/10.1146/annurev-soc-081309-150208>

January 13: *Who Lives in Rural Areas?*

- Goldmann G. (2012). The Aboriginal People of Canada: A Rural Perspective. In L. Kulcsár and K. Curtis (Ed.), *International Handbook of Rural Demography. International Handbook of Population 3* (195-205). Dordrecht: Springer.
https://doi-org.proxy3.library.mcgill.ca/10.1007/978-94-007-1842-5_14
- Sharp, G., and Lee, B. (2017). New Faces in Rural Places: Patterns and Sources of Nonmetropolitan Ethnoracial Diversity since 1990. *Rural Sociology*, 82, 3, 411–43. DOI: [10.1111/ruso.12141](https://doi.org/10.1111/ruso.12141)

PART 1: ECONOMICS

Suggested Essay Questions

- *In what ways is rural poverty different from urban poverty?*
- *What types of inequalities and opportunities are found in rural areas?*
- *What is happening to traditional rural livelihoods?*
- *In what ways are rural lives more closely connected to the environment?*
- *What are the advantages and disadvantages of going to school in a rural area?*

January 18: *Poverty*

(special guest lecture: Matthew Brooks, Pennsylvania State University)

- Gurley, L. (2016). Who's Afraid of Rural Poverty? The Story Behind America's Invisible Poor. *American Journal of Economics and Sociology*, 75, 3.
<https://doi.org/10.1111/ajes.12149>
- Tickamyer, A., Sherman, J., and Wornell, E. (2017). How to Explain Poverty? In A. Tickamyer, J. Sherman, and J. Warlick (Ed.), *Rural Poverty in the United States* (84 – 114). New York: Columbia University Press.
<https://doi.org.proxy3.library.mcgill.ca/10.7312/ticck17222-013>
- ***Jensen, L., and Ely, D. (2017). Measures of Poverty and Implications for Portraits of

Rural Hardship In A. Tickamyer, J. Sherman, and J. Warlick (Ed.), *Rural Poverty in the United States* (65-83). New York: Columbia University Press.
<https://doi-org.proxy3.library.mcgill.ca/10.7312/tick17222-005>

January 20: *Inequality and Segregation*

- Thiede, B., Butler, J., Brown, D., and Jensen, L. (2020). Income Inequality Across the Rural-Urban Continuum in the United States, 1970-2016. *Rural Sociology*, 85, 4, 899-937 <https://doi.org/10.1111/ruso.12354>
- Rastogi, A., and Curtis, K. (2020). Beyond the City: Exploring the Suburban and Rural Landscapes of Racial Residential Integration Across the United States. *Popul Res Policy Rev* 39, 861-888. <https://doi.org/10.1007/s11113-020-09610-x>
- ***Weber, B., A., Fannin, J.M., Miller, K., and Goetz, S. (2018). Intergenerational Mobility of Low-income Youth in Metropolitan and Non-metropolitan America: A Spatial Analysis. *Regional Science Policy & Practice*, 10, 2, 87-101. <https://doi.org/10.1111/rsp3.12122>

January 25: *Employment and Work*

- Thiede, B., and Slack, T. (2017). The Old Versus the New Economies and Their Impacts. In A. Tickamyer, J. Sherman, and J. Warlick (Ed.), *Rural Poverty in the United States* (231- 249). New York: Columbia University Press. <https://doi-org.proxy3.library.mcgill.ca/10.7312/tick17222-015>

January 27: *Agriculture*

- Constance, D.H., Hendrickson, M., Howard, P.H., and Heffernan, W.D. (2014). Economic Concentration in the Agrifood System: Impacts on Rural Communities and Emerging Responses. In C. Bailey, L. Jenson, and E. Ransom (Ed.), *Rural America in a Globalizing World: Problems and Prospects for the 2010's* (16-35). West Virginia University Press. muse.jhu.edu/book/36648.
- Guptil, A. and Welsh, R.. (2014). The Declining Middle of American Agriculture: A Spatial Phenomenon. In C. Bailey, L. Jenson, and E. Ransom (Ed.), *Rural America in a Globalizing World: Problems and Prospects for the 2010's*. (36-50). West Virginia University Press. muse.jhu.edu/book/36648.

February 1: *Environmental Issues and Natural Resource Dependence*

Hometown Podcast Due (15 % of Course Grade)

- Huddart-Kennedy, E., Beckley, T. M., McFarlane, B. L., and Nadeau, S. (2009). Rural-urban differences in environmental concern in Canada. *Rural Sociology*, 74, 309-329. <https://doi.org/10.1526/003601109789037268>
- Morton, W.L., and Rudel, T. (2014). Impacts of Climate Change on People and Communities of Rural America. . In C. Bailey, L. Jenson, and E. Ransom (Ed.), *Rural America in a Globalizing World: Problems and Prospects for the 2010's* (172-189). West Virginia University Press. muse.jhu.edu/book/36648.

- Tallichet, S. (2014). Got Coal? The High Cost of Coal on Mining-Dependent Communities in Appalachia and the West. In C. Bailey, L. Jenson, and E. Ransom (Ed.), *Rural America in a Globalizing World: Problems and Prospects for the 2010's* (276-296). West Virginia University Press. muse.jhu.edu/book/36648.

February 3: Discussion #1: Economics and Opportunities

February 8: Education

- Schafft, K.A., and Biddle, C. (2014). Education and Schooling in Rural America. In C. Bailey, L. Jenson, and E. Ransom (Ed.), *Rural America in a Globalizing World: Problems and Prospects for the 2010's* (556-572). West Virginia University Press. muse.jhu.edu/book/36648.
- Koricich, A., Chen, X., and Hughes, R. (2017). Understanding the Effects of Rurality and Socioeconomic Status on College Attendance and Institutional Choice in the United States. *The Review of Higher Education* 41,2 2, 281–305. doi:10.1353/rhe.2018.0004.
- ***Byun, S., Meece, J., and Irvin, M. (2012). Rural-Nonrural Disparities in Postsecondary Educational Attainment Revisited. *American Educational Research Journal*, 49, 3, 412–37. <https://doi.org/10.3102/0002831211416344>

PART 2: INTERNAL MIGRATION

Suggested Essay Questions

- *What is the effect of brain drain on the communities “left behind”? How does it affect the wellbeing of those who leave?*
- *In what ways is rural gentrification similar to or different from urban gentrification?*

February 10: Outmigration and Brain Drain

- Johnson, K. (2014). Demographic Trends in Nonmetropolitan America: 2000 to 2010. In C. Bailey, L. Jenson, and E. Ransom (Ed.), *Rural America in a Globalizing World: Problems and Prospects for the 2010's* (311-329). West Virginia University Press. muse.jhu.edu/book/36648.
- Sherman, J., and Sage, R.A. (2011). Sending Off All Your Good Treasures: Rural Schools, Brain-Drain, and Community Survival in the Wake of Economic Collapse. *Journal of Research in Rural Education*, 26, 11. <https://jrre.psu.edu/sites/default/files/2019-08/26-11.pdf>
- ***Carr, P. J., and Kefalas, M. J. (2009). The Rural Brain Drain. *Chronicle of Higher Education*. <https://www.chronicle.com/article/the-rural-brain-drain/>

February 15: *Immigration, Diversification, and Gentrification*

- Lichter, D.T., and Johnson, K.M. (2020). A Demographic Lifeline? Immigration and Hispanic Population Growth in Rural America. *Popul Res Policy Rev*, 39, 785-803. <https://doi.org/10.1007/s11113-020-09605-8>
- Guimond, L., and Simard, L. (2010). Gentrification and neo-rural populations in the Québec countryside: Representations of various actors. *Journal of Rural Studies*, 26, 4, 449-464. <https://doi.org/10.1016/j.jrurstud.2010.06.002>.

February 17: *Discussion #2: Internal Migration*

February 22: Midterm (35 % of Course Grade)

PART 3: GENDER AND FAMILIES

Suggested Essay Questions

- *How would you describe gender norms in rural areas? In what ways are they more rigid? In what ways are they more flexible?*
- *How have families changed in rural areas? What are the causes and what are the likely outcomes?*

February 24: *Gender and Sexuality*

- Smith, K. E., and Pruitt, L.R. (2017). Changing Gender Roles and Rural Poverty. In A. Tickamyer, J. Sherman, and J. Warlick (Ed.), *Rural Poverty in the United States* (115-132). Columbia University Press. <https://doiorg.proxy3.library.mcgill.ca/10.7312/tick17222-007>
- Keller, J.C., and Bell, M.M. (2014). Rolling in the Hay: The Rural as Sexual Space. In C. Bailey, L. Jenson, and E. Ransom (Ed.), *Rural America in a Globalizing World: Problems and Prospects for the 2010's* (506- 522). West Virginia University Press. <http://muse.jhu.edu/book/36648>.
- ***Kennedy, M. (2010). Rural Men, Sexual Identity and Community, *Journal of Homosexuality*, 57, 8, 1051-1091, DOI: [10.1080/00918369.2010.507421](https://doi.org/10.1080/00918369.2010.507421)

March 1 – 5: *Reading Week*

March 8: *Families and Fertility*

- Carson, J., and Mattingly, M. (2014). Rural Families and Households and the Decline of Traditional Structure. In C. Bailey, L. Jenson, and E. Ransom (Ed.), *Rural America in a Globalizing World: Problems and Prospects for the 2010's* (347- 364). West Virginia University Press. muse.jhu.edu/book/36648.

- Murry, V.M., Cooper, S.M., Burnett, M., and Inniss- Thompson, M.N. (2020). Rural African Americans' Family Relationships and Well-Being. In: J. Glick, S. McHale, and V. King (Ed.). *Rural Families and Communities in the United States*, 169-200. *National Symposium on Family Issues*, 10. Cham: Springer. https://doi.org/10.1007/978-3-030-37689-5_7

March 10: Discussion #3: Family and Gender

PART 4: LIFE COURSE **Suggested Essay Questions**

- *What are the advantages and disadvantages of growing up in a rural area?*
- *What are the drivers of rural aging and what types of policies or programs should be implemented to address it?*

March 15: Children & Youth

- Vernon-Feagans, L., and Swinger, M.M. (2020). Early Development and Family Life in Rural America. In: J. Glick, S. McHale, and V. King (Ed.). *Rural Families and Communities in the United States*, 201- 235. *National Symposium on Family Issues*, 10. Cham: Springer. https://doi.org/10.1007/978-3-030-37689-5_8

March 17: Ageing

- Berry, E.H., and Kirschner, A. (2013). Demography of Rural Aging. In N. Glasgow, and E.H. Berry (Ed.) *Rural Aging in 21st Century America. Understanding Population Trends and Processes*, 7. Dordrecht: Springer. https://doi-org.proxy3.library.mcgill.ca/10.1007/978-94-007-5567-3_2
- Keating, N., Swindle, J., and Fletcher, S. (2011). Aging in Rural Canada: A Retrospective and Review. *Canadian Journal on Aging = La Revue Canadienne Du Vieillissement*, 30, 3, 323- 338. <https://doi.org/10.1017/S0714980811000250>

March 22: Discussion #4: Life Course

PART 5: HEALTH **Suggested Essay Questions**

- *What are the key factors that compromise rural health?*
- *What are the health conditions for which there is a rural advantage? What are the conditions where there is a rural disadvantage? What explains these different patterns?*

March 24: Rural-Urban Health Disparities

- Berry, H. (2014). Thinking about Rural Health. In C. Bailey, L. Jenson, and E. Ransom (Ed.), *Rural America in a Globalizing World: Problems and Prospects for the 2010's* (661- 676). West Virginia University Press. muse.jhu.edu/book/36648.
- Monnat, S.M. (2020). Trends in U.S. Working-Age non-Hispanic White Mortality: Rural–Urban and Within-Rural Differences. *Popul Res Policy Rev*, 39, 805–834. <https://doi.org/10.1007/s11113-020-09607-6>

March 29: *Leading Rural Health Conditions*

- Peters, D.J., Monnat, S.M., Hochstetler, A.L., and Berg, M.T. (2019). The Opioid Hydra: Understanding Overdose Mortality Epidemics and Syndemics Across the Rural-Urban Continuum. *Rural Sociology*, 85, 589-622. <https://doi.org/10.1111/ruso.12307>
- Ogden, C.L., Fryar, C.D., Hales, C.M., Carroll, M.D., Aoki, Y., and Freedman, D.S. (2018). Differences in Obesity Prevalence by Demographics and Urbanization in US Children and Adolescents, 2013-2016. *JAMA*, 319, 23, 2410-2418. <https://doi.org/10.1001/jama.2018.5158>

March 31: *Discussion #5: Health*

PART 6: CIVIL SOCIETY, PUNISHMENT, AND POLITICS

Suggested Essay Questions

- *Is civil society more vibrant in rural or urban areas? Why?*
- *What is the effect of prisons on rural populations?*
- *Is conservatism inherent to rural identities?*

April 5: Easter Monday

April 7: *Communities and Religion*

- Goodsell, T.L., Flaherty, J., and Brown, R.B. (2014). Community as Moral Proximity: Theorizing Community in a Global Economy. In C. Bailey, L. Jenson, and E. Ransom (Ed.), *Rural America in a Globalizing World: Problems and Prospects for the 2010's* (626- 641). West Virginia University Press. muse.jhu.edu/book/36648.
- Sherman, J. (2017). Rural Poverty and Symbolic Capital, A Tale of Two Valleys. In A. Tickamyer, J. Sherman, and J. Warlick (Ed.), *Rural Poverty in the United States* (203–225). Columbia University Press. <https://doi-org.proxy3.library.mcgill.ca/10.7312/tick17222-013>

April 12: *Crime and Punishment*

- Eason, J.M., Smith, A., Greenberg, J., Abel, R.D., and Sparks, C. (2017). Crime, Punishment, and Spatial Inequality. In A. Tickamyer, J. Sherman, and J. Warlick (Ed.), *Rural Poverty in the United States* (349- 377). Columbia University Press.

<https://doi-org.proxy3.library.mcgill.ca/10.7312/tick17222-023>

- Weiss-Riley, R., Kang-Brown, J., Mulligan, C., Valsalam, V., Chakraborty, S., and Henrichson, C. (2018). Exploring the Urban–Rural Incarceration Divide: Drivers of Local Jail Incarceration Rates in the United States. *Journal of Technology in Human Services*, 36, 1, 76-88. DOI: [10.1080/15228835.2017.1417955](https://doi.org/10.1080/15228835.2017.1417955)

April 14: *Political Perspectives*

- Glass, Ira and Meek, M. (2017). *This American Life*. Our Town - Part One, Episode 632. <https://www.thisamericanlife.org/632/our-town-part-one>
- Glass, Ira and Meek, M. (2017). *This American Life*. Our Town - Part Two, Episode 633. <https://www.thisamericanlife.org/633/our-town-part-two>
- Scala, D.J. and Johnson, K.M. (2017). Political Polarization along the Rural-Urban Continuum? The Geography of the Presidential Vote, 2000-2016. *Annals of the American Academy of Political and Social Science*, 672, 162-184. <https://doi.org/10.1177/0002716217712696>
- ***Bowness, E. and Hudson, M. (2014). Sand in the cogs? Power and public participation in the Alberta tar sands. *Environmental Politics*, 23, 2, 59-76. <https://doi.org/10.1080/09644016.2013.821825>

April 15: *Discussion #6: Civil Society, Punishment, and Politics*

Course Policies:

Extraordinary Circumstances:

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Copyright:

All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, recorded lectures, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Recording Statement:

By enrolling in a remote course, you accept that fixed sessions will be recorded. You must consent to being recorded if you are attending a lecture or participating in a component of a course that is being recorded. You will be notified through a "pop-up" box in Zoom if a lecture or portion of a class is being recorded. If you are not comfortable being in a class that is recorded, you may decide to not take part by logging off Zoom. Students who log off will be able to later watch the video recording in MyCourses.

For pedagogical reasons and for the enrichment of the experience of all students, attendance may be monitored and/or active participation may be expected or required during fixed (synchronous) class time. As such, you may be asked to turn on your camera and audio. If you do not have the necessary resources (e.g., adequate Internet bandwidth or equipment) to do so, inform your instructor at the beginning of term so that appropriate accommodations can be made.

In addition to the recording of your image and voice, your name (or preferred name) may be displayed on screen, and your instructor may call your name during the lecture. As such, this personal information will be disclosed to classmates, whether during the lecture or in viewing the recording. By remaining in classes that are being recorded, you accept that personal information of this kind may be disclosed to others, whether during the lecture or in viewing the recording.

Netiquette Statement:

The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:

- 1. Username (use only your legal or preferred name)*

2. *Visual backgrounds*
3. *"Chat" boxes*

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak. You should follow instructors' directions about the use of the "chat" function on remote learning platforms.

Inclusive Learning Environment:

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009

Language of Submission:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue). Les étudiants de ce cours peuvent rédiger tous leurs travaux (incluant les examens) en français, mais doivent pour ce faire obtenir la permission préalable de la professeure. Aucune permission rétroactive ne sera accordée.

Indigenous Land Statement:

McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. McGill honours, recognizes and respects these nations as the traditional stewards of the lands and waters on which we meet today.

Academic Integrity Policy:

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information)

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching)."