

## Rural Landscapes and Livelihoods (GEOG/ENVI 375) Spring 2020

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**Faculty:** Holly Barcus

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

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**Office Hours:** M/W 2:15-3:15pm;  
Th 1-2 or by appointment

### **COURSE DESCRIPTION AND OBJECTIVES**

*Rural Landscapes and Livelihoods: A Geography of Rural Landuse 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 landuse 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, landuse, 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**

Millard, Ann and Jorge Chapa. 2004. *Apple Pie and Enchiladas: Latino Newcomers in the Rural Midwest*. University of Texas Press: Austin.

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.

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## 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](http://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](mailto: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)

    1<sup>st</sup> 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 24	Introductions & Course Overview		
2	Jan 27	What is “rural”? The Rural Landscape in Western, Developed Countries (Lecture)	Woods 2005, Ch 1 & Ch 3; Yarwood 2005	Assign Discussion Dates
	Jan 29	The Contemporary Rural Landscape (Lecture / Discussion)	Woods 2005 Ch 12	
	Jan 31	Getting a handle on the research paper: Expectations and Brainstorming		What is a Position Paper? Thesis statements, etc.
3	Feb 3	Library Day – Meet in the Library Instruction Room, #206		
	Feb 5	Changing Rural Attitudes and Perspectives: Politics of Resentment	Cramer Ch. 1-3	
	Feb 7	Politics of Resentment	Cramer Ch. 4-5	Research Proposal due by 4pm
4	Feb 10	Politics of Resentment	Cramer Ch. 6-8	
	Feb 12	Changing Demographics of Rural America (Lecture)	Brown 2014; Nelson 2014	
	Feb 14	The Great Plains: A Case Study	Barcus and Simmons 2013	Position Paper 1 Due at 4pm
5	Feb 17	Apple Pie and Enchiladas: Latinos in the Midwest	Millard & Chapa Ch. 1-3	
	Feb 19	Apple Pie and Enchiladas: Latinos, racism and local economic change	Millard & Chapa Ch. 4-5	
	Feb 21	Apple Pie and Enchiladas: Creating community and other issues of assimilation for Latinos in the Midwest	Millard & Chapa Ch. 7-9	
6	Feb 24	Native American populations in rural America: Guest Lecture Laura Smith, Geography	Dewes 2014	Position Paper 2 Due at 4pm
	Feb 26	Changing Livelihoods and lifestyles in rural America: Second homes and rural gentrification ~ rural development or rural sprawl?	McGrannahan 2003; Labao 2014; Bielski 2007	
	Feb 28	Writing Day		
7	Mar 2	Rural Tourism	Krannich et al. 2003; Brink 1998; Kraker 2016	
	Mar 4	Preparing for our Field Excursion		
	Mar 6-7	<b>RURAL FIELD EXCURSION (FRIDAY &amp; SATURDAY)</b>		
8	Mar 9	Digesting our Field Excursion (bring field notes to class)		

	Mar 11	Rural Gentrification	Ghose 2004; Thompson 2016; Loffler et al. 2006	Position Paper 3 Due at 4pm
	Mar 13	Rural Poverty	Tickamyer et al. 2017; Weber and Miller 2017	
	Mar 16-20	<b>SPRING BREAK!!</b>		
<b>9</b>	Mar 23	Wal-Mart and Rural America, DVD		
	Mar 25	Wal-Mart and Small Town Main Streets	Barcus 2006; Zook 2006 (Optional Stone 1997; Wal-Mart Watch; Graff 1998; Graff and Ashton 1993)	
	Mar 27	Writing Day		1 <sup>st</sup> <u>FULL</u> draft of paper due Friday @ 4pm – 2 <i>printed</i> COPIES
<b>10</b>	Mar 30	PEER REVIEW In-Class		
	Apr 1	The Rural Environment: Agriculture, Extractive Economies, and Landscapes (Lecture)	Woods 2005 Ch 5; Brown 2013	
	Apr 3	Case Study Appalachia	TBA	
<b>11 (AAG Denver)</b>	Apr 6	Extractive Economies In-Class Research Day		
	Apr 8	Extractive Economies Group Presentations		
	Apr 10	Extractive Economies Group Presentations		
<b>12</b>	Apr 13	Overview of Contemporary Agriculture	Woods 2005; ERS 2016	
	Apr 15	<b>GEOGRAPHY HONORS DAY: NO CLASS (Please attend Honors Presentations!)</b>		
	Apr 17	Non-Conventional Agriculture	Guthman 2003; Sharp et al. 2002	
<b>13 (MUGS)</b>	Apr 20	FRESH DVD		
	Apr 22	FRESH discussion & Ag Wrap-up		
	Apr 24	Writing Workshop & MUGS Prep		
<b>SAT</b>	Apr 25	<b>Midwest Undergraduate Geography Symposium (MUGS)</b>		<b>MUGS, 9-3 @ Macalester</b>
<b>14</b>	Apr 27	Catch-up, Review & Course Evaluation		Position Paper 4 Due by 4pm
	Apr 29	Final Research Presentations		

	May 1	Final Research Presentations		
<b>15</b>	May 4	Final Research Presentations		
<b>FINAL EXAM</b>	MAY 8	<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.