

AGRI 108 Rural Sociology

Instructor: Dr. Thomas Kingery

Office: EST 242

Telephone: 270-745-5966

e-mail: thomas.kingery@wku.edu

Office Hours: Open-Door Policy – Appointments are always encouraged.

Class Hours: EST Room 260 MWF 12:40 or Web Based Delivery Summer & Winter

Room: EST 260

The instructor reserves the right to adapt the course as needed to fit changing scenarios (technological/traditional) that may occur during the time the course is being offered.

Catalogue Description:

The study of rural social groups and interaction in rural and suburban America as well as in rural areas of the world. The influences of basic concepts of society and culture and the relationship of rural population, class, social institutions, and groups on rural social change.

Relation to Departmental Degree Program (Agriculture): Requirement

Course Credits: 3

Prerequisite: None

Time Requirements: 5 Hours/week

Technology Requirements: Access to Blackboard

Language Requirements: English

Course Objective:

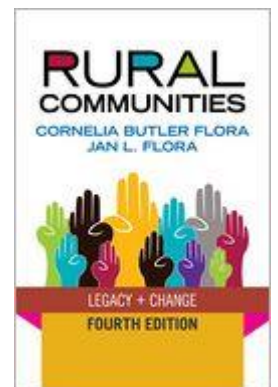
Upon completion of this course, the student will be able to:

1. Identify rural Americans and why rural America matters.
2. Evaluate social classes and orders of rural Americans.
3. Analyze rural American values and family dynamics.
4. Recognize rural American education systems and eras of change.
5. Identify trends in religion of rural America.
6. Illustrate production agriculturalists and mature generational agricultural links.
7. Compare and contrast the commonwealth's rural condition.

Rural Communities: Legacy and Change

By [Cornelia Butler Flora](#), [Jan L Flora](#)

- ISBN-13: 9780813345055
- Publisher: Westview Press
- Publication date: 7/31/2012
- Edition description: Fourth Edition



Text: No text. Resources available upon request.

Attendance: Attendance is not mandatory. However, attendance is strongly encouraged. Absences will be excused on a case-by case basis. The requirements below are necessary for an excused absence.

Sickness: Students must notify (email/phone) the instructor of illness the day of the absence and present a doctor's excuse upon the day of return to class.

Death: Students must notify (email/phone) the instructor of expected absence prior to or the day of class and present an obituary upon the return to class.

Field Trip: Students must notify (email/phone) instructor of expected absence prior to class and present a notification (email/letter) by instructor/advisor supervising trip prior to class.

Make-up Exams: Make-up exams will be given at the convenience of the instructor. The exam will cover the same material but may be presented in a different format. For example, a regular exam containing true/false and short answer may be composed of all essay questions for the make-up exam. Please schedule appropriately.

Make-up Quizzes: Make-up quizzes will not be given for any reason.

Student Assistance: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Cheating/Plagiarism: According to the student handbook: student who commit any act of academic dishonesty **will** receive from the instructor a **failing grade** in that portion of the course work in which the act is detected or a **failing grade** in the course without possibility of withdrawal. Student committing such acts in this class **will receive a failing grade for the course and reported to judicial affairs.**

Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without permission in connection with submission of academic work, whether graded or otherwise.

Plagiarism can take many forms and there may be a number of reasons why it occurs. The more specific you can be in explaining plagiarism, the less likely the violation is to occur.

Quote and cite any words that are not your own.

If you paraphrase the words of another, you must still give proper credit.

Grading: There will be a total of 875 possible points. Both exam and final course grades may be adjusted to reflect the average performance of the class at the discretion of the instructor.

| <u>Assessment</u> | <u>Points</u> | <u>Total Points</u> |
|---------------------|---------------|-----------------------------------------|
| 1 Interview | 200 | 200 (Electronic Submission ONLY) |
| 5 Quizzes | 25 | 125 (Electronic; No Make-up) |
| 5 Class assignments | 20 | 100 (Electronic; No Make-up) |
| 5 Discussion Posts | 20 | 100 (Electronic Submission ONLY) |
| Final Exam | 200 | <u>200</u> (Electronic Submission ONLY) |
| Total | | 725 |

Additional extra credit point opportunities will be given at the discretion of the instructor. All students will have the opportunity to earn these points. DO NOT ASK FOR INDIVIDUAL EXTRA CREDIT POINTS! EXTRA CREDIT POINTS WILL BE AWARDED FOR EFFORT ABOVE WHAT IS EXPECTED IN CLASS!

Final Exam: The final exam will be given 2 days before the last day of class.

No exceptions will be made!

Final Grades will be assigned based upon the following scale:

| Points | Letter Grade |
|---------------|---------------------|
| 653-725 | A |
| 580-652 | B |
| 508-579 | C |
| 435-507 | D |
| 434 | F |

*Grades will be posted on Blackboard. You are responsible for keeping track of your grades. Blackboard is just a resource to post what you have earned. Be diligent on your record keeping.

Student Responsibilities:

1. Students are expected to read the course syllabus and understand the requirements and expectations for the class.
2. Students are expected to ATTEND class and be prepared to engage in class discussions.
3. Students should refrain from using electronic devices for phone calls, texting, web surfing, or any other off target class behavior that detracts the students or other students from the learning process.
4. Students are expected to stay on task with class assignments and announcements by attending class or via blackboard.
5. Students should not use tobacco products of any kind, eat, or drink in the classroom.
6. Students are expected to ask questions or seek assistance from the instructor if having problems in class.
7. Students are expected to track their progress in the class by checking their grades on a regular basis.
8. Students should review the assigned points available to achieve each grade for the class in the course syllabus.
9. Students are expected to be in class to receive graded assignments. Students that miss the class the day the assignments are handed back will have to collect their graded work from the instructor during office hours. All work not collected within the time period will be thrown away.
10. Students will do their own work or face the consequences outlined in the syllabus.
11. Students will not lie, cheat, or whine at any time during the course.
12. Students will receive the grade they have earned.

Overview of "General WKU Helps"

This document contains links to university resources and services that may prove helpful to you over the course of the term. Ctrl + click on each link to have it open in a new window. The link includes a brief description of how you might use the Website.

Technical Support

1. WKU Students can call 270-745-7000 for technical support with Blackboard or computer problems. Other information is located at [Information Technology](http://www.wku.edu/it/) (<http://www.wku.edu/it/>) or by following the IT Helpdesk link in the left menu bar.
2. A number of short videos on common questions about software and technology are available at [WKU Technology Training](https://asaweb2.wku.edu/atech/trainingsite/) (<https://asaweb2.wku.edu/atech/trainingsite/>) Look for the Video Tutorials tab.
3. See also the link in the left menu for help with Tegrity Classes videos, used by some faculty for lectures or for student work.

Accessibility Support

1. [Student Disability Services](http://www.wku.edu/sds/) (<http://www.wku.edu/sds/>) provides services to students with disabilities: [WKU's policy](http://www.wku.edu/eoo/section508/section508.php) is located at (<http://www.wku.edu/eoo/section508/section508.php>)
2. The [Counseling & Testing Center](http://www.wku.edu/heretohelp/) provides counseling for students face-to-face: (<http://www.wku.edu/heretohelp/>) but also their Outreach Services offers a "Here to Help" Web form where you can ask questions online and have them answered. They also have a 24 hour Help Line for emergencies: 270- 843-4357

Academic Support

1. [The Learning Center](http://www.wku.edu/advising/) has offers online tutoring in select subjects to help students succeed in their academic work. Begin with this service if you are seeking help: (<http://www.wku.edu/advising/>) and look for online tutoring.
2. Various disciplines also provide [more specialized tutoring services](http://www.wku.edu/teaching/booklets/tutoringhandout.pdf) (e.g., the Writing Center) and the link below provides a list and map to locations. Some may offer phone or online help, such as the Writing Center. Others do not: (<http://www.wku.edu/teaching/booklets/tutoringhandout.pdf>)

Research Tools

1. [WKU Libraries](http://www.wku.edu/library/) provide help with many research tools and writing tasks. You will find a link in the left menu or click here: (<http://www.wku.edu/library/>). There is a librarian assigned to your subject area. Just contact the library to find out who your liaison is. The orientation from the Distance Learning Website above includes a guide to using the library.
 - a. WKU Libraries' Regional Campus section provides services by mail to distance students, such as interlibrary loan, reserves, etc.
 - b. [Research Guides](http://libguides.wku.edu/) for specific majors have been developed by the WKU libraries and can be found at: (<http://libguides.wku.edu/>)
2. [Son of Citation Machine](http://citationmachine.net/): This tool helps format citations in appropriate styles (<http://citationmachine.net/>)
3. [Kentucky Virtual Library](http://www.kyvl.org/) provides virtual resources to students attending Kentucky schools: (<http://www.kyvl.org/>)

Inventory of College Level Study Skills (optional)

1. Found this measure of [College Level Study Skills](http://www.sarc.sdes.ucf.edu/?id=form_studyskills_inventory) for student self-evaluation. (http://www.sarc.sdes.ucf.edu/?id=form_studyskills_inventory)
2. It asks for identifying information and for an advisor. I left all the items blank and was able to get the results on the Web site. The authors have said it is permissible for students not at their institution to get an email copy.

Student Support of Special Interest for Online Students

1. [The Distance Learning website](http://www.wku.edu/online/) located at (<http://www.wku.edu/online/>) provides a Distance Learning Support Directory listing offices on campus that provide support to distance students, including technical support. Other resources provided include:
 - a. [The Orientation for Online Learners](http://www.wku.edu/online/orientation/) located at (<http://www.wku.edu/online/orientation/>) provides a complete overview of technology required in online classes, and features tutorials on Blackboard, setting up a WKU email account, accessing TopNet (WKUs student information and registration system), course registration, study skills, time management, writing and other academic skills, and even directions to campus and how to get a parking permit should you need to visit.
 - b. Are you ready to be an online student? Visit "[Is Distance Learning for me?](http://www.wku.edu/online/orientation/for-me.php)" at (<http://www.wku.edu/online/orientation/for-me.php>) to see how prepared you are to be an online student. You'll find a quiz over [your level of Readiness](http://www.wku.edu/online/readiness-quiz.php) at (<http://www.wku.edu/online/readiness-quiz.php>).

- c. [Join an Online Blackboard Community for Distance Learners at WKU](#). The community provides a download library of free plug-ins and discounted software, a link to technical support, and a university support directory. To join, email learn.online@wku.edu with the subject line Online Community. There are also Facebook, Flickr and YouTube communities found by going to the Distance Learning orientation (above) and selecting Social Networking from the Resources.
2. [WKUReal: Reaching Each Adult Learner](http://www.wku.edu/real/) (<http://www.wku.edu/real/>) is a program to assist adult students (also known as nontraditional students) at WKU.

Other Helps

1. [The Student Handbook](http://www.wku.edu/handbook/) (<http://www.wku.edu/handbook/>). The student handbook contains academic and other policies important to you as a student, such as academic integrity and conduct expectations and grievance procedures.
2. [Student Engagement Activity Transcript \(SEAT\)](http://www.wku.edu/seat/). As a WKU student, you have access to an online tool that permits you to track your activities and produces a vita-like document as a record for you. If you attend events at which your ID card is swiped, the events will appear on your SEAT at some point before the end of the term. Login to yours at: (<http://www.wku.edu/seat/>)
3. [Career Services Center](http://www.wku.edu/career/) provides an online self-assessment, called FOCUS, that helps you explore your career options: (<http://www.wku.edu/career/>)

[Parking & Transportation](http://www.wku.edu/transportation/) (<http://www.wku.edu/transportation/>) is located at South Campus and can answer questions for you if you have to come to campus. Note that the visitor permits available at the WKU Welcome Center will NOT count for students. If they issue a "visitors" permit unknowingly to a faculty, staff or student, that person will be ticketed...Parking & Transportation checks license numbers when they check parking lots.

Created: August 1, 2007. Last modified: July 8, 2012. ©Sally Kuhlenschmidt. Contact sally.kuhlenschmidt@wku.edu with any questions.

Interview

65 & Older

- Pick someone that is 65 years old or older to conduct an interview.
- Use the year constructs below to frame in your questions.
- The goal of the assignment is investigative inquiry & research.
- Using APA format, develop a title page, abstract, body, & references to record your results. Use the link below to review and format your paper.
- The interview will only consist of the four areas stated above.
- The paper should be in 12 pt. Times New Roman font. It must be typed. Double spaced.
- If you use recording devices, you must inform the candidate you are interviewing them by voice or tape and gain their permission.
- The length of the paper will be a minimum of 8 pages when using APA appropriately.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Age ranges used for the interview:

- A. 0-16
- B. 16-35
- C. 35-55
- D. 55-65

Format your questions using the following:

- View of rural America
- Societal changes
- Global perspectives
- Work place changes
 - Male/female
 - Cultural diversity
 - Conditions
- Technology present
- Social status
- Economic Changes
- Location
 - Metro.
 - Urban
 - Rural
 - Suburban
- Value changes
- Ethics/morals
- Life changes
 - Personal
 - Professional

*Please feel free to ask any follow-up or additional questions that you deem as appropriate.

Interview

Production Agriculturalist

- Pick someone that is agricultural production to conduct an interview.
- Use the year constructs below to frame in your questions.
- The goal of the assignment is investigative inquiry & research.
- Using APA format, develop a title page, abstract, body, & references to record your results. Use the link below to review and format your paper.
- The interview will only consist of the four areas stated above.
- The paper should be in 12 pt. Times New Roman font. It must be typed. Double spaced.
- If you use recording devices, you must inform the candidate you are interviewing them by voice or tape and gain their permission.
- The length of the paper will be a minimum of 8 pages when using APA appropriately.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Age ranges used for the interview:

- E. 0-16
- F. 16-35
- G. 35-55
- H. 55-65

Below is a list of agricultural production questions. There are many others you may ask. This is just a short list. Feel free to expand on them as necessary.

Possible Questions:

- What areas do you farm?
- Do you have a plant or animal farm?
- Do you own acreage? How much?
- How has farming formed your ethics, work ethic, morals, values, etc..?
- What keeps you engaged in the process? What keeps you motivated to continue?
- What are your primary areas of focus? Crops, livestock, etc..?
- What age are you? Will your family take over when you retire?
- Do you rely on subsidies? Do you use value added products as additional income sources?
- Are corporate farms a good idea for rural America?
- Should smaller farms be the standard or the rule?
- Describe your life being raised on the farm?
- What market system do you believe in?
- Will your kids be able to keep the farm?
- What are your best characteristics of living a rural life?

*Please feel free to ask any follow-up or additional questions that you deem as appropriate.

Title Page: (Page 1)

- ✓ Header – last name, year – ex.” Smith, 2012” – left Margin. (occurs on each page)
- ✓ Assignment Title – “ Interview of Jane Doe: A Rural Sociological Perspective”. (center on page)
- ✓ Class Title – “Rural Sociology 108” – (Center on page).
- ✓ Full Name – “ John Smith” – Center on page.
- ✓ Date Due – “ February 16, 2012” Center on page.

Abstract: (Page 2)

- ✓ On the first line of the abstract page, center the word “Abstract” (no bold, formatting, italics, underlining, or quotation marks).
- ✓ On the next line, write a concise summary of the key points of your interview. (Do not indent.)
- ✓ Your abstract should contain at least your interview topic, interview questions, participants, methods, results, data analysis, and conclusions.
- ✓ You may also include possible implications of your interview and future work you see connected with your findings.
- ✓ Your abstract should be a single paragraph double-spaced. Your abstract should be between 150 and 250 words.
- ✓ You must also list keywords from your interview in your abstract. To do this, indent as you would if you were starting a new paragraph, type *Keywords:* (italicized), and then list your keywords

Body: (5 pages)

- ✓ Main portion of the interview. Describes the conversational tone taking place between you and the subject.
- ✓ Separate portions of the body by age ranges as listed above.
- ✓ Use in-text citations to quote your subject. You must use the APA format for at least four citations within the text.
- ✓ Most of the writing can be in descriptive form. Explaining what was discussed during the interview. If you use the age ranges to break the body into four sections, describe the answers you were given from the subject under each area.

References: (1 page)

- ✓ Use four additional web references to prep or evaluate your interview process.
- ✓ Two must be journal references and two must be web references.
- ✓ Follow the format below.

Sample Journal Reference

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages.

Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(30), 5-13.

Sample Web Reference

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical*, volume number(issue number if available). Retrieved from

<http://www.someaddress.com/full/url/>

Bernstein, M. (2002). 10 tips on writing the living Web. *A list apart: For people who make websites*, 149. Retrieved from

<http://www.alistapart.com/articles/writeliving>

Plagiarism Test – Assignment 1 (20 points)

As part of any academic endeavor, you are required to write in a professional format that reflects your knowledge of the content and your process of organizing your information. This exercise will let you become more acquainted with proper and improper forms of using text in written work. You must earn a 100% after completing the exercise to gain points for completion. You will earn a certificate that you must print and turn in order to get credit.

- Please follow the link below.
 - <https://www.indiana.edu/~istd/>
- It will take 1-2 hours to complete the exercise.
- After attaining a 100%, you will earn a certificate.
- You must hand in this certificate if you want to receive points for the assignment.
- If you DO NOT complete the assignment, your papers will NOT be graded!

Native American – Assignment 2 (20 Points)

- Please write down your perceptions of Native American culture in our rural society. Your observations may include but are not limited to the following:
- Housing, Clothing, lifestyle, Education, hobbies, careers, customs, etc.
- After writing your initial perceptions of Native American culture, please locate a YouTube video on Native American rural culture. Watch the short clip, and then reflect upon your previous perceptions before you wrote and what you are about to write after viewing the video clip.
- You should develop an understanding of your pre- and post- assessment based on your experience working through the exercise.

For this exercise, a two page analysis will be appropriate. Do not let that limit you from writing more if you need. Please double space your effort in text size 12.

A sample link is provided below.

<http://www.youtube.com/watch?v=IUp1MWxBN3E>

Rural Sociology - Assignment 3 (20 points)

Rural America Journal Articles

- Go to the Website below.
- Prepare a two page double spaced response to one of the articles on the page.
- Write two pages, in paragraph form, font size 12, double spaced, using the primers below.
- Each classmate should submit their paper individually on Blackboard.

Primers:

What effect does this article have on rural America?

How does the article look at rural America as an entity?

How can this be used in a rural setting?

Can rural sociology be affected by this knowledge?

<http://www.ers.usda.gov/publications/ruralamerica/ra174/>

Rural Sociology - Assignment 4 (20 points)

Friedland Article

Who Killed Rural Sociology?

- Read the Friedland article.
- Write a two page reaction to the article in paragraph form, font size 12, double spaced, using the primers below.
- Each classmate should submit their paper individually on Blackboard.

Primers:

What is the basis for his article? What background information does he supply that makes us understand his point of view?

What are the three basic constructs he is working within? What research trends have been reported within the sub discipline?

Where have the primary foci been in rural sociology in subject categories and classifications? Why have these areas not been expanded?

What are the six types of innovative research developed within rural sociology according to Rogers? Why have all of these areas not developed equally?

Why do you believe Rural Sociology has fallen off the map? Possibilities include social, economic, population, or monetary events. Provide your thoughts.

Rural Sociology - Assignment 5 (20 points)

Religion

- **Please go to the website below.**
- **Take the religion quiz and see how you score.**
- **You will receive credit for taking the quiz, NOT the actual score you receive.**
- **SUBMIT YOUR RESULTS VIA EMAIL TO : thomas.kingery@wku.edu**

<http://features.pewforum.org/quiz/us-religious-knowledge/>