

Mississippi Valley State University
Rural Community and Economic Development (RP 504) // CRN 10069
Fall 2018 Semester

Course Syllabus

Dr. Ronald Love
Social Sciences Building (SSB), Office “U”

Class: Tuesday, 6:00pm - 8:40pm, SSB, Room 1 (Social Science Computer Lab)

Office Hours:

Monday 10:00pm -12:00& 4:00-6:00/Tuesday 10:00-12:00

If you need help and your schedule does not meet with my office hours, please
make an appointment with me.

I. BOOKS (Required):

- a. **Flora, Cornelia and Jan Flora (2013). Rural Communities; Legacy & Change,Fourth& 2nd Edition. Boulder: Westview Press.**
- b. **Brown, David, and Louis Swanson (2003/2010vs.). Challenges for Rural America in the Twenty-First Century. The Pennsylvania State University Press.**
- c. Other materials may be handed out throughout the semester.

II. COURSE OVERVIEW: This course applies basic political and sociological concepts and perspectives to issues of community organization. The course is designed to provide insights into how communities meet (or why they fail to meet) residents’ needs. The basic objectives of this course are to: (1) present a conceptual framework that can be used to analyze social organizations at the community level; (2) examine both internal and external forces that affect development prospects of urban and rural communities in the United States; (3) identify factors associated with persistent rural poverty; and (4) identify strategies to strengthen local capacity to adapt to changing social and economic environments.

III. OBJECTIVES:

- a. Explore, develop, and apply an interdisciplinary set of theories useful for understanding and acting within the professional and academic field of community and regional development.
- b. Help students understand the nature of community groups and social solidarities.
- c. Understand the nature and structures of power in society.
- d. Acquaint students with some tools that are useful in the analysis of rural and regional development.
- e. Examine the role and ability of government policies to influence rural growth and development.

- f. Explore what can be done to promote development through policies and investment projects, and learn to analyze the economic, social, and environmental impacts of specific initiatives.
- g. Encourage students to use data to conduct development analyses such as poverty assessments, impact analysis of development projects, and environmental impact assessments.

IV. COURSE ACTIVITIES:

- a. Student reading in the knowledge areas
- b. Student-led discussions
- c. Student-faculty discussions of the knowledge areas
- d. Individual student projects requiring the critical analysis of course readings and of economic development practices
- e. Student presentation of research findings

V. CLASS PARTICIPATION: As this is a graduate seminar, lectures are limited in scope. The instructor may summarize or highlight key points in the readings and add material not covered in the readings. There should be considerable class discussion and analysis of the readings. Therefore, students are expected to read the assignments before class and be prepared to contribute to discussions in a scholarly manner. Critical thinking, research, analytic skills, ability to support conclusions, ability to provide comparisons, and ability to apply theoretical knowledge will be expected. There are likely to be small group discussions in class. Students are expected to take an active part in these discussions. Participants should be prepared to integrate readings and relevant professional and personal experiences. Class participation will be a significant component in evaluation for grades. This type of learning will make the course materials more meaningful and enjoyable, but it will only succeed if students are prepared for class discussions.

VI. DISCUSSION LEADER: While everyone is expected to participate in discussing the assigned readings, the discussion leader is responsible for preparing a digest of the assigned readings. This digest is for your use and distribution to each class member. The digests should be retained for study as you prepare for your comprehensive examination. Use of the following format may be helpful:

- a. What is the central theme or issue addressed in the reading at hand?
- b. What is the chief new point(s) which the author proposes?
- c. What supporting evidence does the author offer for the theme or the thrust of the reading?
- d. What assumption(s) or hypothesis does/do the author(s) rely on? Is there reason to question them?
- e. What are the implications for future thought/scholarship/research in public administration of the reading?
- f. Is there anything that is (or should be) controversial about the reading? If so, what is it and why? If not, tell why you agree with the reading.

VII. PROJECT PAPER: Each student will research and prepare a rural economic development issue analysis. The purpose of the project is to provide opportunity for the student to exercise and fulfill the courses' stated objectives. The research will provide for a practical application of the knowledge of rural community and economic development. Students will analyze a pending or ongoing economic development effort and write their findings in a 12-page paper pages (double-spaced, typewritten, 12 font, 1 inch margin on all sides). The emphasis of the projects is on analysis, rather than description. **SUSPENSES: 12 Sep (topic selection); 15 Oct (project outline); and 8 Nov (project paper).(20 percent of grade)**

VIII. EXAMINATIONS AND PRESENTATION OF RESEARCH: There will be two examinations during the semester--a mid-term and a final and research presentation.

- a. The mid-term exam will be comprised of questions from the assigned readings and discussions. It will account for 30% of the course grade.
- b. Each student will present their research to the class and possibly other program faculty. Each student will prepare a 15 minute presentation of their research findings outlined in their project paper. The presentation must clearly articulate the introduction, main points, findings and conclusion. It will account for 10% of the course grade.
- c. Final Exam will be comprised of questions from materials presented during the term.

IX. IMPORTANT NOTES REGARDING SUBMITTING WORK

- a. All assignments and papers must be typewritten (12 font, double-spaced, 1 inch margins on all sides) and submitted at the beginning of class.
- b. Assignments may be submitted in class or e-mailed to the instructor. E-mailed assignments should be sent to the instructor prior to the beginning of the class period.
- c. All written work that is submitted is assumed to be the work of the student. Students should review the University's policy on plagiarism.
- d. Accuracy of information, presentation style and format, clarity of presentation, and the organization, writing style, grammar, and spelling will affect the final grade assigned to written work.
- e. A well written paper, or essay, contains: (1) an introduction which defines the subject; (2) a discourse, or body, which places the subject in context and gives factual data and positions relating to the subject; and (3) a summary, or conclusion, of the material presented. The summary may also contain a personal opinion about the subject.
- f. Each day an assignment is late will incur a deduction of one letter grade.

X. GRADING

- a. Student grades will be calculated on the basis of the following weights:

Project Paper	20%
Research Participation	10%
Mid-Term Examination	30%
Final Examination	40%

- b. Letter grades will be assigned in accordance with the following scale:

<u>Percent</u>	<u>Grade</u>	<u>Percent</u>	<u>Grade</u>
90-100%	A	70-79%	C
80-89%	B	Less than 70%	F

- c. Students are reminded that according to the University's Graduate Course Catalog that "Passing grades for graduate students are "A," "B," and "C." The grade of "D" is not applied toward graduation."

XI. CHEATING AND PLAGIARISM: Cheating and plagiarism will not be tolerated in this class. Please refer to the University's Graduate Course Catalog for the detailed policy, sanctions and examples of cheating and plagiarizing. As a quick reference from the catalog, the following two definitions are provided:

- a. "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.
- b. Plagiarism is a specific type of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works."
- c. Students should provide complete references on all materials and ideas that are borrowed from other authors. All written assignments should specify the source of the ideas (if borrowed) and each should have a corresponding reference in the list of references. There may be great temptation to copy and paste information, given the increasing amount of data on the world wide web. If you succumb to this temptation, be sure to cite your sources fully. Any www sources require a full URL and the date accessed.

XII. ADA/STUDENTS WITH SPECIAL NEEDS: Any student requiring accommodations or services due to a disability must contact the University College, Office of the ADA Coordinator. The coordinator can be contacted directly at 662-254-3442. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course. Also, the evidence and prior methods of accommodation of the special needs must be submitted to the Office of the ADA Coordinator and the instructor during the first week of the course. The instructor will coordinate with the student to ensure access to resources in the University and make appropriate instructional modifications as required.

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Class Schedule

AUGUST

Week 1 (21 Aug) – Organizing the Seminar

Introductions and syllabus review/seminar requirements

Week 2 (28 Aug)

– Foundational Ideas and Some Issues of Rural Communities

- Flora and Flora (2013): Chapter 1 - Community Capitals and the Rural Landscape
- Brown and Swanson (2003): Chapter 1 - Unpredictable Directions of Rural Population Growth and Migration

Discussion Leader: Dr. Love

Week 3 (4 Sep)

- Community Culture and Change

- Flora and Flora (2013): Chapter 3 - Cultural Capital and Legacy
- Brown and Swanson (2003): Chapter 2 - African Americans in Rural America
- Brown and Swanson (2003): Chapter 3 - American Indians: Their Contemporary Reality and Future Trajectory

Discussion Leader: _____

Week 4 (11 Sep) - Human and Social Capital

- Flora and Flora (2013): Chapter 4 - Human Capital
- Flora and Flora (2013): Chapter 5 - Social Capital and Community

Discussion Leader: _____

Reminder: Topic selection for your project is due today.

Week 5 (18 Sep) - Political Capital

- Flora and Flora (2013): Chapter 6 - Political Capital
- Flora and Flora (2013): Chapter 8 - Built Capital
- Brown and Swanson (2003): Chapter 4 - Latinos in Rural America

Discussion Leader: _____

Week 6 (25 Sep) - Research/Library and general discussions and review for Exam

Discussion Leader: Dr. Love (Subject to change)

Week 7 (2 Oct) – Mid-Term Exam

Week 8 (9 Oct) – Natural and Financial Capital

- Flora and Flora (2013): Chapter 2 - Natural Capital
- Flora and Flora (2013): Chapter 7 - Financial Capital
- Brown and Swanson (2003): Chapter 5 - What do Rural Families Look Like Today

Discussion Leader: _____

Reminder: Your project outline is due today.

Week 9 (16 Oct) - Community Vulnerability

- Brown and Swanson (2003): Chapter 6 - Older Rural Families
- Brown and Swanson (2003): Chapter 7 - Rural Children and Youth at Risk
- Brown and Swanson (2003): Chapter 8 - Rural Women: New Roles For the New Century

Discussion Leader: _____

Week 10 (23 Oct) - Community and Consumption

- Flora and Flora (2013): Chapter 9 - Consumption in Rural America
- Brown and Swanson (2003): Chapter 9 - Rural Poverty: The Persisting Challenge
- Brown and Swanson (2003): Chapter 10 - How People Make a Living in Rural America

Discussion Leader: _____

Oct

Week 11 (30 Oct) – student presentations

Discussion Leader: Dr. Love

November

Week 12 (6 Nov) - Local Governments

- Flora and Flora (2013): Chapter 11 - Governance
- Brown and Swanson (2003): Chapter 11 - Who Benefits from Economic Restructuring?

Discussion Leader: _____

Week 13 (13 Nov) - Community Change

- Flora and Flora (2013): Chapter 12 - Generating Community Change
- Brown and Swanson (2003): Chapter 18 - The Global/Local Interface
- Brown and Swanson (2003): Chapter 19 - Competition, Cooperation, and Local Governance

Discussion Leader: _____

Reminder: Your project paper is due today.

Week 14 (20 Nov) – Thanksgiving

Week 15 (27 Nov) Review and reports

December

Week 15 (4 Dec) Final Exam-All reports must be submitted by this date!