

## **RS 694: Group Studies: Agriculture and Community Change**

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Office Hours: Tuesdays 1:00-3:00 or by appointment

### *Description:*

The course will begin by exploring the anatomy of an agricultural community from a sociological perspective. The required text explores the sociology of several Midwestern agricultural communities in great detail and examines the relationship between sociocultural characteristics of the community and the organization of local agriculture.

The focus of the second section considers the community implications of the changing structure of agriculture. The section begins with consideration of a classic topic of Rural Sociology, the Goldschmidt Hypothesis, which argues that the structure of agriculture impacts the socio-economic well being of a community. The focus will then shift to contemporary trends in the organization of agriculture and consideration of how these changes impact local communities and regions.

The third section of the course considers agriculture and community issues at the rural-urban interface. Trends in metropolitan population growth and the impact of nonfarm agricultural growth and development will be considered in relation to land-use and production practices. Attention will be given to the ways to manage growth and change and identification of social development efforts that might help minimize negative agricultural and community impacts. Land-use tools available to state and local governments, conflict management, and social capital will be discussed as ways to manage change.

In the fourth and final section the focus will shift to possibilities for agricultural and community development. Emerging agricultural organizations, such as Community Supported Agriculture, as well as analytical frameworks, such as the foodshed, will be discussed to suggest innovative ways that the relationship between agriculture and community can be strengthened. This section will briefly consider possibilities for social development in rural and exurban communities.

### *Course Goals:*

1. Describe an agricultural community and identify aspects of social structure that influence community character and the organization of the agricultural sector.
2. Identify and evaluate possible impacts of structural change in agriculture on community well being.
3. Understand the possible impacts of nonfarm growth and development on agriculture and community.
4. Acquire familiarity with policy options that balance the needs of both local agriculture and the broader community.

*Course Format:*

Classroom time will be spent in lecture and discussion. Assignments to be completed outside of class will facilitate the in-class work. A number of guest presentations from resource people residing in Central Ohio are planned to provide additional background on the various course topics. The syllabus is subject to changes to accommodate guest presentations or provide additional background on a topic of particular interest to the class.

**Required Readings**

Salamon, Sonya. 1992. *Prairie Patrimony: Family, Farming, & Community in the Midwest*. Chapel Hill, NC: University of North Carolina Press.

Olson, Richard K. and Thomas A. Lyson (eds.). 1999. *Under the Blade: The Conversion of Agricultural Landscapes*. Boulder, CO: Westview Press.

Vitek, William and Wes Jackson (eds.). 1996. *Rooted in the Land: Essays on Community and Place*. New Haven, CT: Yale University Press. (*Only 1/3 of this text will actually be covered—a copy is on reserve in the Ag. Library*).

Other required readings are being held on reserve in the Agricultural Library located at the southeast corner of the Agricultural Administration Building.

**Course Requirements and Grading**

Grades will be assessed according to performance on several different assignments. The breakdown of each assignment’s weight as a part of the final grade is as follows:

- Participation, 10 percent
- Reaction Papers #1, #2, #3, 10 percent each
- Internet Evaluation Projects, #1 & #2, 15 percent each
- Paper, group project or exam (to be determined), 30 percent

The minimum percentages to achieve a given grade are as follows:

92	A	80	B-	68	D+
90	A-	78	C+	62	D
88	B+	72	C	60	D-
82	B	70	C-		

Additional detail regarding the assignments:

Participation: Classroom participation will be judged according to: (1) activeness in the classroom either in discussion of course content or in discussion of assigned papers and projects and (2) consistency of classroom participation and attendance.

Reaction Papers: You will submit reaction papers (3) in response to some dimension of the Salomon text (class sessions January 9<sup>th</sup>-16<sup>th</sup>); in response to some dimension of livestock change (class sessions January 30<sup>th</sup>-February 6<sup>th</sup>); and in response to the section related to Agriculture and Community Development (class sessions February 22<sup>nd</sup>-March 1<sup>st</sup>).

The purpose of these papers is to help you deepen your analytical engagement with the course readings through the process of writing. Reaction papers should be three or four pages in length. The paper should react to and critique one or more readings from the identified class sessions identified above. There should be three components to the reaction paper: 1 page summarizing what you think is a key point of the reading(s); 2 or 3 pages of your reaction to the reading(s); and two provocative questions that might be discussed by the entire class. The reaction might address such matters as why you agree or disagree with the particular arguments or points made in the readings, what are the strengths or limitations of the author's points, what do the readings have in common and what are the practical or academic implications of the readings.

You may concentrate on which ever reading(s) you would like. Papers should be typed, double-spaced and no more than four pages in length. Give your papers titles. Reaction papers are due at the beginning of the class noted in the course outline.

Internet Review Papers: A great deal of information related to issues of agricultural and land-use change is appearing on the web, providing citizens, leaders, and grassroots activists substantial information to aid in a particular cause. Understanding some of these internet resources can provide a glimpse of how actual issues are being contested in the community. The purpose of the internet review papers is to identify and evaluate some of the information that is contributing to community debate of the issues. The review paper should be 5 to 6 pages. The review should address the following four points: 1) A listing of the internet information sites (at least 2) evaluated as well as the web address and name of the sponsoring organization as well as some background information about the sponsoring organizations (1 page); 2) A summary of the type of content available at at least two site(s) and the major themes of the content. For example, does the material highlight the environmental, health, or social consequences of the issue (1 or 2 pages); 3) A critique of the information. Is the information credible? Does the information adequately address both sides of an issue or is it biased to support one side or another? (1 or 2 pages)? What additional information do you need to adequately evaluate the material? and 4) How do you think the information at the sites you reviewed contribute to community dialogue on the issue? (1 page).

Review papers should be typed, double-spaced and no more than six pages in length. Be prepared to briefly discuss the websites you reviewed in class the days on which papers are due.

Individual Project, Group Project or Exam: We will discuss on the first day of class what the class's preference is regarding whether to do an individual project, a group project, or exam for the final written assignment for the class. There are merits to each type of activity. Information regarding the preferred option will be provided by the end of the second week of class.

## **Course Outline**

### **Introduction: Agriculture, Rural, and Community**

#### **January 2: Introduction**

- Course Overview, Goals, and Expectations
- Rurality Survey
- Introduction to topics of agriculture and community

#### **January 4: Rurality, agriculture, and community**

- Willits, Fern K., Robert C. Bealer, and Vincent L. Timbers. 1990. "Popular Images of 'Rurality': data from a Pennsylvania Survey." *Rural Sociology*. 55(4):559-79
- "Rural America as a Symbol of American Values" by John R. Logan. 1996. *Rural Development Perspective*, Volume 12, Number 1 PDF can be accessed at: <http://www.ers.usda.gov/epubs/pdf/rdp/rdp1096/>
- Flinn, William W., and Donald E. Johnson. 1974. "Agrarianism among Wisconsin Farmers." *Rural Sociology*. 39(2):187-204

### **Family, Farming and Community**

#### **January 9**

- Salamon Text, Introduction and Part #1

#### **January 11**

- Salamon Text, Part #2
- Film: Troublesome Creek: A Midwestern

#### **January 16**

- Salamon Text, Part #3
- Reaction Paper #1 due
- Introduction of Project #1: Internet Content Study

#### **January 18**

- Wrap-up Family, Farming and Community
- Jerry Freewalt, Director of Rural Life for the Columbus Diocese

### **Changing Structure of Agriculture and Community**

#### **January 23: Changing Structure of Agriculture**

- In-class, Ohio and National ag. structure and change data
- Welsh, Rick. 1996. *Industrial Reorganization of U.S. Agriculture: An Overview and Background Report*. Henry A Wallace Institute for Alternative Agriculture. Available on-line at: <http://www.hawiaa.org/pspr7.htm>.

- Tweeten, Luther. 1997. Agricultural Industrialization for Better or Worse. Available on-line at: <http://www-agecon.ag.ohio-state.edu/Faculty/Programs/Anderson/anderson.htm>
- Blank, Steven C. 1999. "The End of the American Farm?" *The Futurist*. April:22-27.
- In-class material on Goldschmidt's Arvin and Dinuba studies

### **January 25: Goldschmidt Hypothesis**

- Heffernan, William D. and Paul Lasley. 1978. Agricultural Structure and Interaction the Local Community. *Rural Sociology*. 43(3):348-361.
- Lobao, Linda. 1990. "Chapter 3: Farm Structure and Socioeconomic Inequality." In *Locality and Inequality*, pages 53-73
- Durrenberger, Paul E. and Kenall M. Thu. 1996. "The Expansion of Large Scale Hog Farming in Iowa: The Applicability of Goldschmidt's Findings Fifty Years Later." *Human Organization*. 55(4):409-415.

### **January 30: Livestock and Community**

- Guess Presentation: Livestock Economist
- Laura L. Jackson. 1998. Large Scale Swine Production and Water Quality." In *Pigs Profits, and Rural Communities*, edited by Kendall M. Thu and E. Paul Durrenberger. Pages 103-119.
- Ikerd, John. Large Scale, Corporate Hog Operations: Why Rural Communities Are Concerned and What They Should Do. University of Missouri, Columbia, available at: <http://ssu.agri.missouri.edu/faculty/jikerd/papers/top-10h.htm>.
- Bringing Home The Bacon? The myth of the role of corporate hog farming in rural revitalization. Kerr Center for Sustainable Agriculture. Available on-line at: <http://www.kerrcenter.com/Publication.htm>

### **February 1: Livestock and Community (continued)**

- Project #1 due
- Ohio regulations related to livestock
- Schwab, Jim. 1998. *Planning and Zoning for Concentrated Animal Feed Operations*. American Planning Association: Washington, DC.

### **February 6: Building Community Relationships and Agriculture**

- Reaction Paper #2 due
- Wall, John. 1997. "Finding the Common Ground: At the rural-urban interface, fences don't make good neighbors." *Penn State Agriculture*. Pages 11-17.
- Lasley, Paul. 1997. "Agricultural change and impacts on rural culture." *Proceedings of Allen D. Leman Swine Conference, Volume 24, College of Veterinary Medicine, University of Minnesota, St. Paul, MN*, pp. 116-119.
- James, Barbara H. 1999. "Rural Neighbors: Living and Working Together." OSU Extension Fact Sheet, CDFS-1280-99, Columbus, OH.
- Guest Presentation: Tom Price presentation, 10-11 AM

## **Farmland, Farming and the Rural-Urban Interface**

### **February 8: Population Demographics & Exurbia**

- In-class--selected Ohio Population Demographics
- Hart, John Fraser. 1995. "'Rural' and 'Farm' No Longer Mean the Same" In *The Changing American Countryside* edited by Emery N. Castle. Pages 39-62.
- Nelson, Arthur C. 1992. "Characterizing Exurbia." *Journal of Planning Literature*. 6(4): 350-368.
- Audirac, Ivonne. 1999. "Unsettled views about the fringe: rural-urban or urban-rural frontiers." In *Contested Countryside: The Rural Urban Fringe in North America*, edited by Owen J. Furuseth and Mark B. Lapping. Ashgate Publishing Company, Brookfield, VT.

### **February 13: Farmland Change Background**

- Video: The View from Malabar
- Chapters 1, 2 & 4 in Olson and Lyson text

### **February 15: Farmland Preservation Strategies**

- Chapter 3 in Olson and Lyson
- Case Studies 1, 9, 11, 21 in Olson and Lyson
- OSU Extension Land-Use Series, 1999. available on-line at <http://ohioline.ag.ohio-state.edu/lines/comun.html#land> (review: Cost of Community Services; Conservation Easements, Purchase of Development Rights, Transfer of Development Rights, Zoning, Agricultural Zoning, Current Agricultural Use Valuation, and Agricultural Districts)
- Guest Presentation: Call into Harold Wise to speak on the 13<sup>th</sup>, 15<sup>th</sup>, or 20<sup>th</sup>--Office of Farmland Preservation

### **February 20: Farmland Preservation Strategies (cont.)**

- Internet Review #2 due
- Chapter 5, 6 and 7 in Olson and Lyson

## **Agriculture and Community: Adaptation & Development**

### **February 22: Farming Adaptations/Adjustments**

- Ilbery, Brian W. 1985. Chapter 8, "Agriculture in the Rural-Urban Fringe." in *Agricultural Geography: A Social and Economic Analysis*. Oxford University Press, New York. Pp. 185-208.
- Berry, David. 1978. Effects of Urbanization on Agricultural Activities. *Growth and Change*. 9(3):2-8.
- Johnston, Thomas R.R. and Christopher R. Bryant. 1987. "Agricultural Adaptation: The Prospects for Sustaining Agriculture Near Cities" In *Sustaining Agriculture Near Cities* edited by William Lockeretz. Ankeny, IA: Soil and Water Conservation Society, 9-21.

- Smith, Stewart. 1987. "Farming Near Cities in a Bimodal Agriculture." In *Sustaining Agriculture Near Cities* edited by William Lockeretz. Ankeny, IA: Soil and Water Conservation Society, 9-21.
- Case studies 3, 5, 8, & 15 in Olson and Lyson Text

### **February 27 Agricultural Development**

- In Vitek and Jackson Text:
  - Berry, Wendell. "Conserving Communities," 76-84
  - Kloppenberg, Jack Jr., John Hendrickson, and G.W. Stevenson. "Coming into the Foodshed," 113-123.
  - Kittredge, Jack. "Community Supported Agriculture: Rediscovering Community," 253-260.
  - Donahue, Brian. "Community Farming in Massachusetts," 261-272
- Lapping, Mark B. and Max J. Pfeffer. 1997. "City and Country: Forging New Connections through Agriculture." Pp. 91-104. in *Visions of American Agriculture*, edited by William Lockeretz. Ames, IA: Iowa State University Press.

### **March 1: Community and Development**

- Reaction Paper #3 due
- In Vitek and Jackson Text:
  - Kemmis, Daniel. "Barn Raising." 167-175.
  - Flora, Cornelia Butler and Jan L. Flora. "Creating Social Capital." 217-225.
  - Orr, David W. "A Public Philosophy for Civic Culture." 226-234.
- Case Study 20 in Olson and Lyson Text
- Salamon, Sonya and Jane B. Tornatore. 1994. "Territory Contested Through Property in a Midwestern Post-Agricultural Community." *Rural Sociology*. 59(4):636-654.

### **Student Paper Reports**

March 6: Project/Report Presentations

March 8: Project/Report Presentations

### **Academic Misconduct**

**Academic misconduct of any kind will not be tolerated.** Examples of academic misconduct include, but are not limited to, cases of plagiarism and dishonest practices in connection with examinations and laboratory exercises. See Code of Student Conduct: Rule 3335-31-02. This and other rules can be found in the Resource Guide for Students or in the back of the Student Telephone Directory. **Individual effort is expected on all assignments.** If you have a question about approaches and procedures that might constitute academic misconduct, see the instructor.