Syllabus
CRD 142: Rural Change in the Industrialized World
Winter 2023

Course logistics
Instructor: Sasha Pesci, Ph.D. Candidate in Geography
office hours: Tuesdays 3:10-4 pm, Hart 2324
spesci@ucdavis.edu — note: please put “CRD 142” in your email’s subject line

Teaching Assistant: Lupe Franco, Ph.D. student in Geography
office hours: Tuesdays 3:10-4:30 pm, Hart Hall 2305
gmfranco@ucdavis.edu — note: please put “CRD 142” in your email’s subject line

Lecture time and place: Tuesday & Thursday 1:40-3 pm, Olson 118
Course site: Canvas CRD 142 001 WQ 2023
Discussion section time and place: A01: Thursday 3:10-4 pm, Wellman Hall 233
A02: Thursday 4:10-5 pm, Hutchison Hall 102
A03: Thursday 5:10-6 pm, Hutchison Hall 102

Course description
The objective of the course is to help students understand important social, economic, political, agricultural, and environmental issues in rural areas and rural communities in the industrialized world, and their interconnected nature. While the study of rural areas is vast, this course gives special emphasis to (1) historical and recent transformations in rural areas (commonly referred to as “rural restructuring”); (2) the ideas and practices of alternative economic arrangements; and (3) people and groups who have commonly been marginalized and oppressed in wider society and within rural areas.

Changes in rural areas of industrialized and industrializing countries commonly consist of agricultural consolidation, rural industrialization, the shift from primary production to increased employment in services and alternative economic activities, an influx of migrants from urban areas to rural areas in some areas, and continued depopulation in other areas, devolution of governance to the local level, the establishment of protected areas and other forms of environmental protection, and a movement of productivist agriculture toward alternative agriculture, including direct sales, ecological entrepreneurship, and other strategies. Through readings, lectures, and discussions, you will come to understand these processes and the ways that they impact various social groups.

I teach the course from the perspective of the social sciences, especially the subdisciplines of human geography, rural sociology, and political ecology.

Building a respectful learning community
Students arrive at this class with diverse backgrounds and levels of exposure to the topics and concepts of the course. You will probably disagree with your colleagues, instructor, TAs, or certain aspects of the class itself. Please approach these situations with empathy, sensitivity, and respect. In this course, I ask that we practice the following:

- Recognizing and questioning our own assumptions as well as those of others
Considering, respecting, and appreciating multiple viewpoints
Understanding how power is (unevenly) distributed
Tolerating ambiguity, uncertainty, and complexity
Giving voice to our own viewpoints, even when they appear to be internally conflicting and contradictory
Articulating new ideas and our own reasoning
Beginning statements with “I think” or “I feel” when we introduce our own views
Giving ourselves and others permission to make mistakes without judgment
Supporting ourselves and others in being silent when it feels like the best approach to a difficult discussion

Please also see our campus’ Principles of Community.

About me and my teaching philosophy

I am a Ph.D. candidate in Geography with a Designated Emphasis in Feminist Theory and Research. I am in my 6th year of graduate studies at UC Davis. This will be my 5th quarter teaching as an Associate Instructor. My undergraduate studies took place at Stetson University in Florida, where my majors were Environmental Science and Geography, with minors in Digital Arts and Latin American Studies. I have earned a Master’s degree in Geography at UC Davis. My teaching and research interests center on the political economy of agriculture and sustainable food systems. I am especially interested in understanding how food systems can be sustainable and equitable. My current research examines how farmers who practice ecological agriculture experience the growing trend toward online sales and marketing.

I acknowledge that my social position will influence what content I decide to include in this class, how I deliver this content and the social dynamics in the classroom. I am an Argentinian-born Jewish woman—of Italian and Polish heritage—who migrated to Spain when I was eight years old because of an economic crisis in Argentina. I am a white, able-bodied, cis-gendered woman (i.e., I identify with the sex category and gender assigned to me at birth). My identities have caused me to experience both privilege and discrimination in different settings. Being an international student from South America in the U.S. has certain disadvantages, such as being ineligible for most funding opportunities and the difficulties associated with studying and working in a foreign language and culture. However, I have also benefitted from white privilege, as I never have to think about my race when I enter a space. Further, I grew up in an economically privileged and academically-supportive household, which greatly contributed to my ability to pursue higher education. My educational trajectory has taken place primarily in white-dominated environments. I am still working on unlearning many of the assumptions I grew up with, particularly concerning gender, sex, sexuality, race, and what is considered valid knowledge.

I am committed to fostering an inclusive learning environment where students’ perspectives and experiences are welcomed and valued. My teaching philosophy is driven by three main objectives: (1) that my students feel included and have a sense of belonging in the classroom and academia; (2) that my students acquire skills to prepare them for careers in the social sciences or that they can apply to their fields of study; and (3) that my students feel excited to learn about society and the environment and inspired to work toward social justice and environmental sustainability.

These three objectives shape the way I facilitate the class. I aim to foster an environment where you feel comfortable participating in class discussions, whether speaking in a large group or small group class activities. I plan class activities in such a way that students can participate in various ways.
Research has demonstrated that students are more likely to be engaged and retain new knowledge by participating in these active learning experiences rather than passively listening to a lecture. If you have a negative association with active learning, I encourage you to approach class activities with an open mind.

I try to incorporate course materials that reflect perspectives from both inside and outside academia and of diverse ethnic, racial, cultural, and socio-economic backgrounds. I do this so that, hopefully, many of you will find yourselves reflected and identified with the course materials and because I believe that it is important that you are exposed to a diversity of perspectives. However, I inherited this course and have a limited capacity to update the topics and materials. Therefore, many of the materials may be outdated and written by white men (and several by white women). I highly encourage you to share any relevant materials not written by white men with the class.

My role as the instructor is to facilitate your learning experience (and, unfortunately, I also have to give you a grade), but this doesn't mean that I have all the knowledge about the course topics and you have none. Throughout this quarter, I encourage you to share the knowledge you have acquired through your lived experiences and other courses related to this course. I am excited to learn from you!

**Required textbooks and readings**

We will primarily use three books for this class, and additional readings will be posted in Canvas as pdfs. All these books are available at the campus bookstore, or you can purchase them online. They are also available for free through the library course reserves. To access the digital copy, go to Canvas course page→Reading List.


**Assignments and Exams**

The list of assignments and grade breakdown is below. Each assignment has a specific purpose and learning objectives. They are designed to help you learn and for us to assess your learning in this course. The grading rubric for each assignment will be posted on the assignment prompt in Canvas. Please pay close attention to deadlines. Detailed descriptions of assignments are below the table.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Reading Responses</td>
<td>10%</td>
<td>Each Thursday at 1 pm</td>
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<tr>
<td>Reflections and self-assessments</td>
<td>4%</td>
<td>Assigned throughout the quarter (completed in class)</td>
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<tr>
<td>Discussion participation</td>
<td>10%</td>
<td>Every week at your discussion section time</td>
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<td>Meet with the instructor or TA</td>
<td>2%</td>
<td>At least once anytime before February 9th</td>
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<tr>
<td>Team Research Project (TRP)</td>
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TRP written outline + presentations 7% February 7th at 11:59 pm

Peer review of TRP outlines 3% February 10th at 11:59 pm

Final Presentation of TRP 15% Upload slides and script to Canvas by March 14th at 1 pm

Team assessment 5% To be completed in section (March 16th)

Midterm Exam 22% February 15th at 11:59 pm

Final Exam 22% March 20th at 11:59 pm

Readings and Reading responses (10%)
Students are responsible for completing assigned readings before each class. All readings will be posted in Canvas modules (organized by class day). There will be at least one article or book chapter to read before each class. You will have to write a short (approximately 200 words) reading response in Canvas each week. The purpose of these responses is to encourage you to keep up with weekly readings and retain some of the key ideas you learn each week. *Students may skip 1 reading response without a grade penalty.

Reflections and self-assessments (4%)
You will complete a few reflections and self-assessments throughout the quarter that will prompt you to think about what you are learning and how the course is impacting you. These will be assigned and completed during class time. If you have to miss class, you are expected to complete these in your own time by the end of the week in which they were assigned (by Friday at 11:59pm).

Discussion participation (10%)
Attendance and participation in the discussion section are highly recommended and count toward your final grade. Acceptable absences are medical and family emergencies, which must be communicated before the start of the class session. Additionally, you must attend the discussion section in which you are officially registered. Your TA decides what constitutes credit for participation in the discussion section, meaning that attendance in and of itself will likely not be sufficient for full credit.

Meeting with instructor or TA (2%)
You are expected to meet with me or your TA at least once during the first 5 weeks of the quarter to introduce yourself and discuss your progress in the course. You are welcome to stop by our office hours or set up an appointment. Although you are encouraged to meet with us multiple times, you will not receive extra points for doing so.

Team Research Project (TRP) (30% total)
A team research project constitutes the major assignment for the course. This project will be completed over several steps through the quarter. Your team will examine a course topic of your choosing in the context of a rural region. Every team is expected to have a different combination of topic + region. For this reason, you will be required to post your topic + region selection on a Canvas board and receive approval from the instructor. The aim of this project is for students to be able to:
1. understand the key aspects of a rural issue or phenomenon in a given region,
2. describe how sources within the academic literature have analyzed this topic,
3. make connections between the topic and region to broader issues of rural change, community development, and modern economies,

4. develop collaboration and leadership skills

Although some of the time during discussion sections will be allocated to teamwork, you will need to meet as a team outside of class to make progress on your projects. The final deliverable for this project will consist of a presentation you will give during lecture time on March 14th or March 16th.

The following are the deliverables throughout the quarter:
- Proposal presentation and written outline (7%)
- Peer review of outlines (3%)
- Project presentations and script (15%)
- Team assessment (5%)

Additional information about this assignment and the requirements for the outline and peer reviews will be posted in Canvas.

Exams (44%)
You will complete a midterm (22%) and a final (22%). Both exams will be take-home and open-note. You will be required to use materials from readings and class in your essays. The final exam will include material from both the first and second half of the course.

Course Schedule
Below is the tentative course schedule. Note: The order of topics may change. Any changes will be announced in Canvas.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>1</td>
<td>Tuesday</td>
<td>1/10</td>
<td>Introduction to the course</td>
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<td></td>
<td>Thursday</td>
<td>1/12</td>
<td>Foundational concepts and approaches to understanding rural areas</td>
<td>Woods ch. 1 &quot;Defining the Rural&quot;; Woods Ch. 2 &quot;Understanding the rural&quot;</td>
<td>Reading response #1 due at 1 pm</td>
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<td>2</td>
<td>Thursday</td>
<td>1/17</td>
<td>Agrarian change and the rural origins of capitalism</td>
<td>Woods Ch 4 “Agricultural change”; Patel and Moore &quot;Introduction&quot;</td>
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<td></td>
<td>Tuesday</td>
<td>1/19</td>
<td>Cheap work (No lecture)</td>
<td>Patel &amp; Moore &quot;Cheap work&quot;; Woods Ch. 18 &quot;Working in the countryside&quot;</td>
<td>Reading response #2 due at 1 pm</td>
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<td>Tuesday</td>
<td>1/24</td>
<td>Globalization, uneven development, and rural areas</td>
<td>Woods Ch. 3 “Globalization, modernity and the rural world”; Woods Ch 5 &quot;The changing rural economy&quot;</td>
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<td>3</td>
<td>Thursday</td>
<td>1/26</td>
<td>Environmental change and rural areas</td>
<td>Patel &amp; Moore “Cheap nature”; Woods Ch. 8 &quot;Environmental change and rural areas&quot;</td>
<td>Reading response #3 due at 1 pm;</td>
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<td>Tuesday</td>
<td>1/31</td>
<td>Why identity and difference matter: basic concepts</td>
<td>Woods Ch. 19 Hidden rural lifestyles: poverty and social exclusion &amp; Ch. 20 “Rurality, national identity and ethnicity”; Patel &amp; Moore “Cheap lives”</td>
<td>TRP topic approval by 11:59 pm</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading response</td>
<td>Notes</td>
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<td>2/7</td>
<td>Land-grant universities and their role in rural change</td>
<td>TRP outlines due at 11:59 pm</td>
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<td>2/9</td>
<td>Environmental Racism and Environmental Justice</td>
<td>Reading response #5 due at 1 pm; TRP outline presentations in section; Meet with instructor or TA before this day; TRP peer reviews due 2/10 at 11:59 pm</td>
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<td>Patel &amp; Moore “Cheap energy.”; &quot;Broken Ground: Robert Bullard On Environmental Justice&quot;</td>
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<td><a href="https://www.democracyworkspodcast.com/broken-ground/">https://www.democracyworkspodcast.com/broken-ground/</a></td>
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<td>2/14</td>
<td>No lecture (extra office hours)</td>
<td>Midterm exam due 2/15 at 11:59 pm</td>
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<td>2/21</td>
<td>Taking back the economy: Diverse economies and community economies</td>
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<td>Gibson-Graham et al. Prologue “Take back the economy: why now?” &amp; Ch. 1 “Reframing the economy, reframing ourselves”; Wright “How to be an anticapitalist today”</td>
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<td>2/23</td>
<td>Taking back the economy: rethinking businesses (no lecture)</td>
<td>Reading response #7 due at 1 pm</td>
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<td>Gibson-Graham Ch. 2 &quot;Take back work&quot;; Gibson-Graham Ch. 3 &quot;Take back business&quot;; Patel &amp; Moore “Conclusion”</td>
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Tuesday 2/28
Rural development through local food: possibilities and problems


Thursday 3/2
Agroecology and food sovereignty movements


Reading response #8 due at 1 pm

Tuesday 3/7
Indigenous science and land stewardship


Thursday 3/9
Conclusions

Woods ch 22 "Thinking again about the rural; Gibson-Graham et al. Epilogue “Any time, any place”

Reading response #9 due at 1 pm

Tuesday 3/14
Team Project Presentations

End-of-quarter reflection due at 11:59 pm

Finals Monday 3/20
No class meeting (Finals week)

Final exam due 3/20 at 11:59 pm

Class Policies

I am committed to making this class a welcoming and productive learning experience for everyone involved. The purpose of the class policies outlined below is to maintain organization in the class and create a learning environment where all students can thrive and feel supported. Please read these policies carefully and make sure you understand them.

Be prepared for class. In addition to being physically present, I ask that you come into the class session prepared, having completed the assigned readings, and ready to participate and be fully present. You are expected to come to each class session ready to ask questions about the readings, lecture materials, and any other topic related to the class.

Lecture attendance and participation are highly encouraged but not required. Attending lectures and participating in class discussions will enrich your learning experience in this course. If you cannot join the lectures during our class time, it is still expected that you will watch all of the lecture recordings; lecture material is essential for both exams and major assignments. Attendance will be required for the last two class sessions to present and listen to TRP presentations.
Discussion attendance and participation. Attending and actively participating in discussion sections is required and counts toward your final grade in this course. We ask that you come to the discussion section prepared (see “be prepared for class”).

Communication
You are responsible for checking your e-mail and canvas regularly (once per day) to keep up with course updates and announcements from your instructor and TA. You may contact me through Canvas inbox or e-mail (spesci@ucdavis.edu). I will do my best to respond to emails/Canvas messages quickly and will aim to reply within 72 hours unless there are extenuating circumstances. If you use e-mail, please put “CRD 142” in the subject line so that I don’t miss it. The contact information for your TA is on the first page. They will let you know how to best communicate with them. I also highly advise using good email etiquette, as it makes my email experience more pleasant and is good practice for other professional situations. Helpful email etiquette guidelines are located here.

What are “office hours”? In addition to seeking help with assignments and clarifying course concepts, office hours are a great space to come to if you are having academic challenges and need to be directed to additional campus resources to best take care of yourself and ensure you can perform at your best. Please take advantage of them! You are encouraged to attend your TA and the instructor’s office hours.

Assignment deadlines are firm. You must communicate with the instructor or TA at least 24 hours before the deadline if any issues arise that make finishing the assignment by the deadline too challenging for you. If you have a medical or family emergency that prevents you from submitting an assignment, please send a quick note to me or your TA as soon as it comes up. If we have not received any notice from you, we will deduct 10% of your grade for every day late, including weekends. Assignments will not be accepted 10 days after the deadline (except for extenuating circumstances).

Assignments must be submitted via Canvas. It is your responsibility to make sure you have turned it in successfully. The best way to confirm that your assignment has been correctly turned in is to (1) make sure that you receive an email notification for assignment submission from Canvas and (2) save this email in case any issues arise. Not receiving this email likely means that you did not finish submitting the assignment. If Canvas is not working when you are trying to submit your assignment, e-mail the file to your instructor/TA immediately so we can verify that you finished it on time and then upload it in Canvas as soon as it is working.

Accommodations
This course is made stronger through the participation of students with a wide range of abilities, identities, skills, and experiences. As the instructor, I strive to make our learning environment as accessible as possible for students with diverse learning styles, abilities, disabilities, and needs. Additionally, I ask that every student take an active responsibility to foster a climate of humility and respect for each other. If you have any suggestions or concerns about a learning space or situation, you may speak directly with me. You may also speak with the undergraduate advisor or master advisor for your major. If you require specific accommodations due to a disability, please consult with the Student Disability Center (sdc.ucdavis.edu).

Technology
If you need help using Canvas, you can get live chat and phone support 24 hours a day, 7 days a week. Click on the “Help” link in the left-hand navigation menu of any page or call the Canvas hotline: 844-303-8285. If you continue to have issues accessing the course or course materials online, please contact me.

Follow page requirements and formatting guidelines for assignments. Your TA and I reserve the right to grade papers/exams based solely on the content within the word limit. All exam essays must follow the following formatting requirements:

- Serif type font (e.g., Times New Roman, Georgia, Garamond) at 12-pt size
- Double-spaced
- 1-inch margins
- Last name and page number on every page
- Use consistent Chicago Manual Style or APA citation formatting

Campus policies to control the spread of COVID-19
Make sure you are familiarized with UC Davis’ COVID-19 policies, which can be found here: https://campusready.ucdavis.edu/public-health-policies-requirements
In efforts to keep our community as safe as possible, please follow all guidelines and recommendations. If you experience symptoms that could be of COVID-19, please get tested and ensure you get a negative test before coming to class. Communicate with your instructor or TA if this happens.

If/when you get sick, have a crisis or an emergency:
Please take care of yourself! If you do not feel well, call the Advice Nurse at the UC Davis Student Health & Wellness Center, (530) 752-2349.
If you are going through emotional distress, you may schedule an appointment to talk to a licensed counselor at the UC Davis Counseling Center, (530) 752-0871. If you are in a crisis and need immediate support, text “RELATE” to 741741 or call 800-273-8255. These resources are FREE to all UC Davis students. You can find a complete list of available crisis support resources here: https://eachaggiematters.ucdavis.edu/here-are-some-options-immediate-crisis-support

If you have a crisis or emergency (including a family emergency or personal issue) please take care of yourself first, seek an appropriate resource, and write to me or your TA as soon as you are able. A complete list of campus emergency resources can be found at https://www.ucdavis.edu/emergency/

UC Davis Code of Conduct and other policies
There are other important university policies that you should be familiar with, such as the add/drop policy; cheating and plagiarism policy; grade appeal procedures; accommodations for students with disabilities, and the diversity vision statement. Go to this URL to find them: http://sja.ucdavis.edu/policies.html.
For more information on academic misconduct and university policy, please see the detailed but brief document on plagiarism and this video. The UC Davis University Library also offers helpful information on citations and a citation guide for this class will be posted in Canvas.

Syllabus Changes
Changes to the syllabus may be made at my discretion. All changes will be announced via Canvas. You are accountable for adhering to these changes.
Acknowledgments
The content in this syllabus is largely drawn from Dr. Ryan Galt’s syllabus for CRD 142 in Winter 2019 and Dr. Mark Cooper’s CRD 142 Syllabus for Summer 2021. I changed many of the readings and topics and updated some course and assignment policies. Special thanks to Ryan Galt and Mark Cooper for syllabus inspiration.

Land Acknowledgement
We should take a moment to acknowledge that we are gathered on land that was expropriated from the Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation. For many centuries, the Patwin people have remained committed to the stewardship of this land. It has been cherished and protected, as elders have instructed the young through generations. We shall be honored and grateful to be here today on their traditional lands. The UC Davis campus was built on a history of settler-colonial dispossession and fueled by the ownership and sale of stolen Native land, and it is important to acknowledge that we are all actively benefiting from that dispossession. Although a land acknowledgment is an important first step in the process of unlearning, it is insufficient for living or working as guests on Patwin lands and in good relation with Indigenous peoples. If you want to learn more about land acknowledgment statements and these topics, please see a file with links to resources posted on canvas. You may also see: https://diversity.ucdavis.edu/land-acknowledgement-statement