



**Oregon State
University**

Course Name: International Comparative Rural Policy

Course Number: PPOL 552

Term Offered: Fall

Credits: 4 credits

Instructor name: Brent S. Steel

Instructor email: bsteel@oregonstate.edu

Instructor phone: 541-737-6133

Link to instructor website: <http://liberalarts.oregonstate.edu/spp/polisci/brent-s-steel>

Course Description

Examines and compares the role of rural policy in different cultural, political and administrative contexts at the international, national, state, regional and local levels. The course also provides the opportunity to study the nature and implications of new forms of governance in rural contexts in North America and Europe.

Communication

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits

This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Technical Assistance

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the [OSU Computer Helpdesk](#) online.

Learning Resources [All available at the course Canvas website].

Comparative Rural Policy: Theories, Methods and Case Studies. Eds. Thomas G. Johnson, Judith I. Stallmann, and Brent S. Steel.

Various articles and web-based materials for weekly readings and discussion.

Canvas

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

You will find all course material under Modules tab. The course is organized by chapters of the required textbook. Under each chapter you will find all learning material including powerpoint presentations and additional readings for that topic. This course is a companion course for the International Comparative Rural Policy Studies Consortium (<http://icrps.org>) and the Rural Policy Learning Commons (<http://rplc-capr.ca>), which are networks of North American and European universities, NGOs, and think tanks that conduct comparative rural policy research and education in North America and Europe.

Learning Outcomes:

1. Apply rural classification, indicators, designations, equivalence, and concepts.
2. Apply rural concepts in international settings such as Canada, Ireland, Latvia, Lithuania, and rural Europe.
3. Analyze how and why “problem territories” are identified and the indicators used to do so and synthesize ways to target these areas.
4. Analyze differences between place as a primary objective of policy and place as not a primary objective, and provide examples of existing policies in both cases.
5. Evaluate sustainability programs; challenges and opportunities facing rural development policy; regional factors for competitive advantage, and the relationship between policy, tourism, and a country’s GDP.
6. Evaluate formal analytical frameworks and rural policy theory in rural policy research.
7. Create a research design utilizing formal analytical framework and rural policy theory.

Evaluation of Student Performance

There are 9 graded discussion board assignments. An initial posting is due by Wednesday each week (11:59 pm) and two additional postings responding to other students are due by Sunday (11:59 pm). Discussion board entries should strive to thoroughly address proposed questions, refer to class readings, and show student’s critical thinking. The goal of this assignment is to critically assess each week’s readings and to generate discussion among students.

Ten weekly short essays are required based on the required and supplementary readings. Some weeks there is only one set of questions to respond to and other weeks there will be two options to select from.

Ten weekly short quizzes are required based on the required readings. Some weeks there is only quiz option and other weeks there will be two quiz options to select from.

| Assignments | Description | Points | Learning Outcomes |
|---------------------------|---|------------------------|--------------------|
| Weekly Canvas Discussions | Nine weekly discussion of course readings, current events, contemporary international rural policy issues. Students must post an initial comment/observation by Wednesday at 11:00 pm and respond to a minimum of two other students’ comments and observations by Sunday 11:00 pm. | 135 (15 points a week) | 1,2, 3, 4, 5, 6, 7 |
| Weekly Short Essays | Ten weekly short essays are required based on the required and supplementary readings. <i>Some weeks there is only one set of questions to respond to and other weeks there will be two options to select from.</i> | 400 (40 points each) | 1, 2, 6, 7 |

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| | Total possible = | 535 | |
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Grading Scale

Letter Grade [Percent of points] A [95-100%] A- [90-94%] B+ [87-89%] B [83-86%] B- [80-82%]
 C+ [77-79%] C [73-76%] C- [70-72%] D+ [67-69%] D [63-66%] D- [60-62%] F [0-59%]

Course Content

| Week | Topic | Reading Assignments | Learning Activities | Due Dates |
|------|--|---|--------------------------------------|---|
| 1 | Introduction | Chapter 1.1 "Rural Definitions" Chapter 1.2 "Rural Development Statistics" | Online Introductions Short Essays | Introductions due by Wed. 11:59 pm Essays due October 1 by 11:59 pm |
| 2 | Theories of Rural Policy Interventions | Chapter 2.1 "Farm Entry" Chapter 2.2 "The role of territorial capital and diversification" | Online Discussion Short Essays | First posts due Wed. 11:00 pm, second and third posts due by Sun. 11:59 pm Essays due Sun. 11:59 pm |
| 3 | Theories of Rural Policy Interventions | Chapter 2.3 "Policy and Place" | Online Discussion Short Essays | First posts due Wed. 11:00 pm, second and third posts due by Sun. 11:59 pm Essays due Sun. 11:59 pm |
| 4 | Theories of Rural Policy Interventions | Chapter 2.4 "Evolution of European Rural Development Policy" Chapter 2.5 "A Review of Canadian Rural Policy" | Online Discussion Short Essays | First posts due Wed. 11:00 pm, second and third posts due by Sun. 11:59 pm Essays due Sun. 11:59 pm |
| 5 | Theories of Rural Policy Interventions | Chapter 2.6 "Non-Agricultural Policies Impacting on Rural Communities and People" | Online Discussion Short Essays | First posts due Wed. 11:00 pm, second and third posts due by Sun. 11:59 pm Essays due Sun. 11:59 pm |
| 6 | Contemporary | Chapter 3.1 | Online Discussion | First posts due |

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| | Rural Policy Issues | “The changing nature of agricultural production in Ireland” Chapter 3.2 “Rural Innovation for Sustainable Development” | Short Essays | Wed. 11:00 pm, second and third posts due by Sun. 11:59 pm Essays due Sun. 11:59 pm |
| 7 | Rural Policy Theory | Chapter 2.7 “Overview of Public Policy Subsystem Theories” | Online Discussion Short Essays | First posts due Wed. 11:00 pm, second and third posts due by Sun. 11:59 pm Essays due Sun. 11:59 pm |
| 8 | Contemporary Rural Policy Methodologies and Methods | Chapter 4.1 “Experimentalist, Structural, and Reduced-form Approaches to Rural Development Policy” Chapter 4.2 “Identifying Rural Lagging Areas for Latvia” | Online Discussion Short Essays | First posts due Wed. 11:00 pm, second and third posts due by Sun. 11:59 pm Essays due Sun. 11:59 pm |
| 9 | Comparative Rural Policy Case Studies | Chapter 5.1 “Tourism in rural areas of Europe” | Online Discussion Short Essays | First posts due Wed. 11:00 pm, second and third posts due by Sun. 11:59 pm Essays due Sun. 11:59 pm |
| 10 | Comparative Rural Policy Case Studies | Chapter 5.2 “Diagnostics of Lagging Territories” | Online Discussion Short Essays | First posts due Wed. 11:00 pm, second and third posts due by Sun. 11:59 pm Essays due Sun. 11:59 pm |

Course Policies

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two

different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

Late Assignments

Advanced notice is required for late assignments. There will be a 5-point penalty for each late submission including discussion posts. Excuses for late submissions will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excuses will generally not be given after the assignment is due, except under very unusual circumstances.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

The DAS Statement is posted online at: ds.oregonstate.edu/faculty-advisors (4/14/16).

Accessibility of Course Materials

All materials used in this course are accessible with the exception of some of the discussion board videos. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#).

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

Tutoring

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC) for support (hsrc@oregonstate.edu, 541-737-3747). The HSRC has a [food pantry](#), a [textbook lending program](#) and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Getting Help

We all go through times in life when we need help. Learn about counseling and psychological resources for Ecampus students. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255). There are additional resources if you are located near campus: Access counseling through [OSU Counseling and Psychological Services \(CAPS\)](#), where you can get group counseling, individual therapy, or relational counseling. **Website:** <https://studentlife.oregonstate.edu/hsrc>