

Rural Development Economics and Policy **Applied Economics 454/554**

Spring 2014 3 credit hours
Time: TBA
Room: TBA

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Course Description

Learn economic and regional development conceptual frameworks. Explore U.S. rural development and government interventions, from agricultural supports to rural poverty. Discuss differing popular local strategies for development that emphasize building current assets like local entrepreneurship to attracting resources and incomes from outside the region like amenity migration and tourism. This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Course Objectives and Learning Outcomes

Students will become familiarized with a variety of economic and rural development theories. These theories will be presented in a rural context and the course will cover several rural development policies at the local, state, regional, and federal level. At the end of the course undergraduate students will be able to:

- Discuss different assumptions and definitions of rural and development
- Describe the fundamentals of neoclassical and export base economic growth theories
- Recognize differences between cumulative causation, convergence, divergence, location theory
- Define how agglomeration and land rent theories apply to rural areas
- Explain how different types of market failure provide opportunities for government intervention.
- Examine the three main areas of US rural dev. policy
- Analyze development polices addressing rural labor markets and population change
- Analyze educational attainment and place building development policies
- Analyze natural resource markets and regulation policies

Graduate students will also be able to:

- Critique alternative economic development theories
- Evaluate the application of local strategies for economic development

Prerequisites

Students are encouraged to take AREC 300 or AREC 311 before registering for this course. Students enrolling in AREC 545 must have graduate standing. The course is designed for students in applied economics, public policy, rural studies, natural resources, and related majors and minors.

Course Format

This course will be conducted primarily as a group discussion. I will begin each class period with a short overview of the assigned material; the rest of the period will be spent discussing the material in small

groups or as a class. Students will be assigned to lead one or two course discussions during the course. This course will also use Blackboard.

Course Materials

This course has no required textbook but students will need to read the course materials. A list of required readings is attached; additional readings and web resources may be assigned. Students may find it useful to reference an introductory to economics textbook.

Student Evaluation

The course will be graded as follows for undergraduate and graduate students:

<u>AREC 454</u>	<u>%</u>	<u>Points</u>	<u>AREC 554</u>	<u>%</u>	<u>Points</u>
Participation in Class Discussions	20	40	Participation in Class Discussions	20	40
Quizzes and Exams	40	80	Quizzes and Exams	40	80
Weekly Writing Summaries	40	80	Annotated Bibliography	40	80
Total	100	200	Total	100	200

Assignment of letter grades for all students will be based on percentages following this scale:

A = 93.0 % and above	B = 83.0 – 86.9	C = 73.0 – 76.9	D = 63.0 – 66.9
A- = 90.0 – 92.9	B- = 80.0 – 82.9	C- = 70.0 – 72.9	D- = 60.0 – 62.9
B+ = 87.0 – 89.9	C+ = 77.0 – 79.9	D+ = 67.0 – 69.9	F = 60.0 % and below

Graduate Students: Annotated Bibliography Requirements

For each of the indicated readings on the syllabus you will create a synopsis. Synopses are due each Wednesday at the beginning of class. We will use the synopses to guide our class discussion and will occasionally trade synopses in class to generate conversation and critique of the readings substance and claims. These synopses will be graded as satisfactory or unsatisfactory. At the end of the semester you will electronically submit 16 of the 18 synopses in a single document, your annotated bibliography for this course.

Each article synopsis should:

1. Summarize the author's central question/argument and if applicable, their findings.
2. Be approximately 200-300 words for each article.
3. List 2 -3 questions you have about the substance of the reading, the author's claims, or ways you might apply something from this article into research.

Undergraduate Students: Weekly Writing Summary Requirements

Undergraduate students are asked to write a 350-450 word summary of each week's topic. This summary should be posted to the course discussion board by 11 am Monday morning of the following week in class. These assignments will be graded as satisfactory or unsatisfactory. Nine of the 10 weekly writing assignments will be counted in the final grade.

In the writing summary students should:

1. Briefly summarize the week's theme and identify the major takeaways from the week in a few sentences.
2. Discuss the class readings from the week, incorporating major themes discussed in class and include an original analysis/summary statement of the class discussions.

3. Optional: At the end of each weekly summary, students are encouraged to ask questions about the material and concepts.

Participation in Class Discussions

Reading, critically reflecting on the reading, and discussing your interpretations/thoughts/and questions about the readings is an integral component of this course. Each student will be asked to lead one class discussion during the term providing a 7-10 minute summary and reflection on the readings followed by 2-4 questions for the class to discuss.

Quizzes and Exam

The course will have two quizzes and a cumulative in class final. Undergraduate students will be asked to demonstrate knowledge of key themes from the course as well as answer short essays. Graduate students will take essay only exams. Review materials and/or sample exam questions will be provided in advance.

Extra Credit Opportunity

Students will have the opportunity to earn 6 extra credit points, potentially improving their grade by 3 percentage points, by reading Toward One Oregon and submitting a four page 1.5 spaced 12 point Times New Roman book summary and critical thinking review. This extra credit assignment is due by 5 pm on Friday March 14th, the last day of class, and may be submitted to the instructor by email.

Extra credit submissions will be graded based on the students to ability to succinctly and accurately summarize the author's central theme, findings, and recommendations. Students are also expected to offer their own opinions of and reactions to what they read.

Book details: Toward One Oregon: Rural-Urban Interdependence and the Evolution of a State. 2011. Edited by Michael Hibbard, Ethan Seltzer, Bruce Weber, and Beth Emshoff. 208 pages. Oregon University Press.

Late Policy

Late assignments will not be accepted. Please contact me if you are having trouble completing the course work on time.

Accommodations for Students

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at (541) 737-4098.

Academic Integrity

You will be expected to conduct yourself in a professional manner. Distance students are held to the same standards as on-campus students. Academic dishonesty such as plagiarism and cheating will not be tolerated. Therefore, students are expected to be honest and ethical in their academic work.

Academic dishonesty is defined as an intentional act of deception in one of the following areas:

- cheating- use or attempted use of unauthorized materials, information or study aids,
- fabrication- falsification or invention of any information,
- assisting- helping another commit an act of academic dishonesty,

- tampering- altering or interfering with evaluation instruments and documents, or
- plagiarism- representing the words or ideas of another person as one's own.

For more information about academic integrity and the University's policies and procedures in this area, please refer to the Student Conduct web site at: <http://oregonstate.edu/studentconduct/student-conduct-code-offenses> and the section on Academic Regulations in the OSU Schedule of Classes.

Course Content Overview

Week	Topic	Assignments	Readings
1	Introduction and Overview to Rural Development	Writing #1	Goetz et al (2012); Isserman (2005); Irwin et al. (2010)
Section 1: Theoretical Frameworks for Rural Development			
2	Economic base & neoclassical growth theory	Writing #2	Dawkins (2003); Dorfman (1991);
3	Cumulative causation & location theory	Writing #3	Kilkenny (2010); Castle et al (2011)
4	Agglomeration & land rent theories	Quiz #1	Feser (1998); Roback (1982)
Section 2: Federal Rural Development Policies and Rationales			
5	Poverty and Regional Development Programs	Writing #4	ARC report (2013); Pender & Reeder (2011); Partridge et al. (2013)
6	Agricultural and Labor Policies	Writing #5	Martin & Calvin (2010); Kandel and Parrado (2005)
7	Place and people policies	Quiz #2	Bolton (1992); McGranahan (2008)
Section 3: Local Rural Development Strategies			
8	Rural Attraction Strategies: Tourism, Business Attraction, Federal Projects	Writing #6	Besser (2009); Partridge and Rickman (2005)
9	Developing Place: Local Investments and Rural Entrepreneurship	Writing #7	Low (2013); Goetz et al. (2010); Vias (2004)
10	New Opportunities in the Green Economy: Energy Production, Conservation, Ecosystem Services	Writing #8	Gutman (2007); Buckley (2003)
Final Exam			