

Note: Informants are indexed by first names. They are also indexed by last name if it has been provided in the text.

- abandonment model, 27, 43–45, 96  
 ActionMedia, 97  
 activist intellectualism, 159, 189, 191. *See also* public pedagogy  
 Adler, Mortimer, 61–62  
 advocacy rhetoric, 118  
 African Americans, 3, 208–9n. 9  
 agnosis, Moffett on, 51  
 agrarianism, 34, 122–25, 127, 153, 209n. 1  
*Agrarian Women* (Fink), 124–25  
 agribusiness, 78, 84–87, 90, 116–17. *See also* industrialized farming  
 Agricultural Credit Act, 100  
 agricultural illiteracy, 34, 81, 178–79  
 agricultural knowledge, 75, 179  
 agricultural policies, 78, 84, 89, 111–12  
 agricultural racism, 208–9n. 9  
 agriculture, 17, 84–85, 87, 207n. 3. *See also* agribusiness; family farmers and farms; industrialized farming  
 Aid to Families with Dependent Children (AFDC), 85  
 Allen, James Lane, 41, 205n. 3  
 alternative agrarian rhetoric and literacy, 81, 98–99, 114–17, 129, 143–44  
 alternative globalization movement, 10–11, 112–13  
*Anish in the City* (television show), 164  
 Annenberg Rural Challenge, 126, 189–91  
 Appalachia: concept of, 32, 39–41; culture workers in, 39–41, 49–50; literacy in, 19–20, 41, 47, 204–5n. 2, 205n. 6; and literacy sponsors, 29, 60–62; mythos of, 45–46; preservation logic and, 79; proposed solutions for, 42–43; stereotypes, spread of, 39, 205n. 6  
 Appalachia Educational Laboratory (AEL), 19–20  
 Appalachian dialect, 49  
 Appalachian English, 204n. 1  
 appropriation: facilitation of, 72, 161; and identity, 55, 62, 68, 75  
 assimilation, 55, 62, 72  
 authors, background of: Kim Donehower, 32, 56–57; Charlotte Hogg, 31–32, 133–34; Eileen Schell, 30–31, 95–96  
 Barry, Dave, 164  
 Batteau, Allen, 39–40  
 Berry, Wendell, 124–25  
 big-box stores, 88  
 biodiversity, preservation of, 116  
 Blew, Mary Clearman, 148–49  
 blue state/red state dichotomy, 15–16, 156  
 "Borders" (Lopez), 157  
 Bowers, C. A., 130  
 brain drain in rural areas, 31–32  
 Brandt, Deborah, 50, 74, 81  
 Bryson, Bill, 162–65  
 Buffalo Commons concept, 44  
 Campaign for Family Farms and the Environment, 100–101  
 Cashmere, Washington, 30–31  
 Cathy (Paxton informant), 139  
 Center for Media and Public Affairs, 169  
 Christensen, Fae and Orvel, 134–38  
 Citizens of the Urban Archipelago, 15–16  
 class bias, 17  
 class divisions in rural communities, 63  
 Clear Channel Communications, 186–87  
 Comer, Krista, 148–49, 210n. 1  
 Commission on Country Life, 19–20  
 commodity farming, 116–17  
 common school movement, 24–25  
 community, constructions of, 123–24  
 Community Food Security Coalition (CFSC), 109, 178–80, 209n. 12  
 community involvement, 7, 71, 115, 155, 177  
 community metaphor, 13–14  
 community supported agriculture, 176  
 community work, 121, 124, 144  
 composition-as-city metaphor, 12–13, 17–18, 28–29  
 composition courses, 156–59, 167–68, 172. *See also individual units*  
 composition readers, 25, 156–57  
 Concentrated Animal Feeding Operations (CAFO), 86–87  
 Conference on College Composition and Communication, 172  
 consumer education, 101–2, 112  
 consumers, and agricultural revolution, 117  
 critical, public pedagogy, 9–10, 121, 156–59, 192  
 critical analysis and argument, 161, 171, 188  
 critical literacy, 82–83, 107, 114, 118, 128  
 critical pedagogy of place: alternative agrarian literacy compared to, 129; everyday social realities and, 139–40, 143; Faleide and, 152; Gruenewald and, 34–35, 121–22, 181;

- critical pedagogy of place (*continued*): model for integration of, into school system, 191; objectives for achieving, 130; Paxton women and, 147–48; place-based education and, 128; readings, 184–85
- cultural exchange, 73
- cultural status, 48
- culture, and identity, 55, 159
- culture workers in Appalachia, 39–41, 49–50
- Davidson, Osha Gray, 87
- Davis, Lennard, 21–22, 204n. 4
- Deana (HG informant), 64–66, 68–69
- "Declaration for a New Direction for American Agriculture and Agricultural Trade, A," 111–12
- decolonization, in critical pedagogy of place, 130, 141, 152–53, 181, 188
- Deliverance* (film), 39
- DePaul University, Chicago, 181
- direct distribution of farm products, 115–16, 176, 209n. 9
- distance education, 43
- Dixie Chicks, 187
- Doha Ministerial Declaration, 89
- Dylan, Bob, 99
- Early Paxton* (Lierley), 139–40, 148
- Earth Summit, Agenda 21, 5
- economic imbalances, 17
- Edmondson, Jacqueline: and alternative agrarian literacy, 69, 81; on critical, public pedagogy, 9–12; and traditional rural literacy, 78–79, 122; on types of rural literacies, 72
- "Education for Change" (Winne), 178
- egg factory farm, 107
- Eliza (HG informant), 66–69
- English Only laws, 23
- evangelical tradition, 53
- "Face of Rural Poverty, The" (Smith), 157
- factory farming, 87, 96, 107, 116, 171
- Fae Christensen (Paxton informant), 134–38
- Faleide, Lisa Swanson, 150–52
- family farmers and farms: cost effectiveness of, 87; decline of, 16–17, 33–34, 84; defined, 207n. 1; effects of consolidation, 86; free trade and, 110–11; Kingsolver on, 165; off-the-farm income of, 209n. 12; preservationist model, 79, 115; romanticized image of, 78;
- family farmers and farms (*continued*): Eileen Schell and, 95–96; Seeley family, 114–17; success stories, 114–17, 200n. 12; transformation of, 83–84, 86
- family metaphor, in Farm Aid success stories, 117
- Farm Aid: alternative agrarian rhetoric of, 34; consumer education by, 101–2, 111–12; as critical literacy broker, 114; as farm advocacy organization, 83, 98; initial campaign, 99–100; as literacy sponsor, 113; mutual identification message of, 100–101
- Farm Aid Web site: audience of, 105; banner image and logo, 102–4; fact sheets, 106, 110; family farm stories, 113–14, 116–17; home page, 103; human interest stories, 106; Willie Nelson letter, 107–8; symbolic message of, 104; visual images, 107–8, 116
- farm crisis: and agricultural illiteracy, 81; critical rhetorical studies and analysis of, 82; factors responsible for, 77–78; images of, 93; inaccuracy of expression, 207n. 2; individualism in rhetoric of, 96–97; overview of, 83–92; press accounts of, 78–79, 92–94; questions not raised by typical rhetoric, 97; and rhetoric of mutual identification, 98; rhetorics of, 92–98. *See also* Farm Aid
- farmers: in the developing world, 111; in India, 90; Jefferson's portrayal of, 77, 122–23; as percent of rural population, 3, 78; women as, 208–9n. 9. *See also* family farmers and farms
- Farmers' Market Nutrition Program (FMNP), 108–9
- farmers' markets, 176, 209n. 9
- Farm Security and Rural Investment Act (2002), 89–90
- Farm to Cafeteria Conference (2005), 179–80
- farm-to-cafeteria programs, 109, 176
- Fast Food Nation* (Schlosser), 171–74
- Fast Food Women* (film), 174
- "Fat Girls in Des Moines" (Bryson), 162–65
- Fences and Windows* (Klein), 174–75
- Fink, Deborah, 122–25, 145–46
- food democracy, 82–83, 92, 208–9n. 9
- food politics, 82, 90, 110–11, 118–19
- food politics unit, 170–80; outcomes, 176–77; and public pedagogy, 177–80; rationale for, 170–73; readings, 173–75; writing assignments, 175–76
- Fort Worth, Texas, 184
- Fox, John, Jr., 41, 48–49, 205n. 3
- Freedom to Farm bill (1996), 85, 89, 101
- free trade, 110–11

- Garvey, Margaret, 58–59, 69  
 Garvey, Marlon, 60–62  
 Gerta (Paxton informant), 141  
 Giroux, Henry, 7–9, 37, 121, 129–31  
 global citizenship, 8, 11–12  
 globalization, 10, 16, 78, 90–91, 112, 174–75  
 "Good Farmer, A" (Kingsolver), 165  
 Graley, Ezra, 52–54  
 Great Plains, 24–25, 41–44, 183–84  
 green campus initiatives, 172  
 Gruenewald, David, 34–35, 121–22, 128–30, 181
- Haines Gap, N.C. (HG), 55–68; choice of, for study, 56–57; lessons of, 69, 75; literacy acquisition memories, 57–58; literacy sponsors in, 55–56, 59, 62  
 Hank (Colorado rancher), 173  
 HG. *See* Haines Gap, N.C. (HG)  
 hillbilly characters, 205n. 6  
 Hogg, Dorlis Osborn, 139–40, 144  
 horizontal integration, 86  
*How to Read a Book* (Adler and Van Doren), 61–62
- Ida (HG informant), 64  
 identification, 73, 94–95. *See also* mutual identification  
 identity, 55, 60–68, 75, 121, 156, 159  
 illiterates, interactions of, 70–71  
 immigration, and hierarchicalization, 47  
 India, farmers in, 90  
 individual narratives, 141  
 industrialization, 22–23  
 industrialized farming, 87, 96, 107, 116, 171  
 infrastructure loss in rural areas, 17–18  
 intellectual-property rights, 90  
 interconnectedness, 10, 20  
 international trade policies, 78, 112  
 Irma (HG informant), 62, 65, 68  
 Iroquois Confederacy, 5–6  
 Ivins, Molly, 184–85
- Jackson, Wes, 123  
 Janice (Paxton informant), 142  
 Jansen, William H., 206n. 13  
 Jefferson, Thomas, 77, 122–23  
 Jordan, Teresa, 181  
*Justice and the Politics of Difference* (Young), 182
- Kanawha County, West Virginia, 51–53, 206n. 12  
 Kentucky Adult Literacy Survey, 21–22, 24  
 Kenyon College, Ohio, 179–80  
 Kingsolver, Barbara, 165
- Klein, Naomi, 112, 174–75
- land trusts, 91  
 Latino/a people, 3  
*Leaning into the Wind* (anthology), 149–50  
 Levine, Lawrence, 47–48  
 literacy, concept of, 3–4  
 literacy development, 28, 38, 61–62, 68, 74  
 literacy educators, 118, 155, 158–59, 168–71  
 literacy rates, 21–22, 41, 47, 49, 204–5n. 2, 205n. 8  
 literacy research, 12  
 literacy sponsors: Appalachia and, 29; appropriative relationships with, 72; Brandt's definition of, 50; Farm Aid as, 101–2; in HG, 55–56, 59, 62; obligations of, 70; as participants in cultural exchange, 72–73; response to, 60–62  
 Live Aid, 99  
 Liza (Paxton informant), 139  
 Llano Grande Center for Research and Development, 189–91  
 local color writers, 39, 41, 205n. 3, 205n. 9  
 local food initiatives, 91, 109, 176  
 local literacies, 130, 138, 147–48, 184–85  
 Lucinda Sykes (HG informant), 59–60, 62, 69
- Margaret Garvey (HG informant), 58–59, 69  
 Marlon Garvey (HG informant), 60–62, 74  
 material conditions, 145  
 McComiskey, Bruce, 180–81  
 meaning-making, 130, 190  
*Meatrix, The* (film), 174  
 media representation unit, 159–70; classroom discussions in, 162–64; goal of, 160; outcomes, 166–68; public pedagogy, 168–70; rationale for, 160–61; readings for, 162–65; writing assignments, 165–66  
 Mellencamp, John, 99–100, 104  
 metaphors, shaping power of, 155  
 migrant workers, 88–89  
 modernization approach: effect on rural communities, 24; and logic of smart diversification, 80; national standards and, 20–21; as proposed solution for Appalachia, 42–43; as proposed solution for Great Plains, 43, 45; to rural literacy, 27  
 Moffett, James, 50–54, 156, 206n. 12  
 Mona (Paxton informant), 138–39  
 Mortensen, Peter, 40–41, 48, 205n. 3  
 Mugar, Carolyn, 104  
 Murfree, Mary Noalles, 205n. 3

- mutual identification: emphasis in rhetoric of, 98; in Farm Aid message, 100–101, 117; with farm crisis, 94; in place-based unit, 181–83, 186; and reciprocal sponsorship compared, 141; and sustainability, 73
- mutual inquiry, 161, 167
- Nachtigal, Paul, 22–24, 71, 126
- National Family Farm Coalition, 207n. 1
- national standards, 20–21. *See also* No Child Left Behind Act (NCLB)
- National Writing Project, 43–44, 46
- Native Americans, 3, 5–6, 23, 148
- Nebraska's School at the Center, 127
- Nebraska Writing Project, 74
- negotiation, tenets of, 187–88
- Nelson, Willie, 99–100, 104, 107–8
- neoliberal rural literacy, 96
- No Child Left Behind Act (NCLB), 25–26, 28–29
- No Logo* (Klein), 174–75
- Norberg-Hodge, Helena, 91
- norms, 21–23, 25–26, 204n. 4
- Norris, Kathleen, 162–63
- obesity epidemic, analysis of, 171
- Ole's Big Game Bar and Grill, 133
- on-line compañera circle, 151
- oral histories, 190–91
- organic farming, 115–17
- otherness, 41–42, 45–46, 205n. 3
- Owens, Derek, 5–6, 83, 118, 172, 180–81, 204n. 3
- Paxton, Nebraska: interviews in, 132; literacy work by women of, 121–22, 131, 133–34, 136, 138; location and description of, 132–33; population and location of, 31; reciprocal sponsorship of women, 141–42
- Paxton Book Club, 142–43
- Paxton Senior Citizen News* (Christensen), 137–38
- Pearl (HG informant), 66–68, 72–73
- Pepperdine, Sharon, 6–7
- pig farms, 107, 116
- place, as construct, 128–29
- place-based education, 125–29, 132, 171–72
- place-based unit, 180–91; for first-year composition students, 183–84; objectives of, 187–88; outcomes, 187–88; public pedagogies, 188–91; rationale for, 180–83; readings, 184–85; writing assignments, 185–87
- Popper, Frank and Deborah, 44
- Prairie Commons Center for Women, 151–52
- preservationist metaphor, 169
- preservationist model: family farms and, 79, 115; as proposed solution for Appalachia, 42–43; as proposed solution for Great Plains, 43–45; and re-engagement with place, 128; and rural literacy, 27, 79, 144; sustainability model *vs.*, 20
- President's Council on Sustainable Development (PCSD), 5, 203–4n. 2
- public memory, 130–31, 148
- public pedagogy: composition teachers and, 158–59, 168–71; contexts of, 28; critical, 9–10, 121, 156–59, 192; food politics and, 177–80; Giroux on, 7–9; and global citizenship, 9–12; media representation and, 168–70; of place, 188–91; and sustainability, 27–28
- racism, agricultural, 208–9n. 9
- reading and readings, 4, 149, 162–65, 173–75, 184–85. *See also* composition readers
- reality television, 164
- regions, concept of, 182–83
- rehabitation, in critical pedagogy of place, 130, 137–38, 152–53, 181, 188
- research anthologies, 175–76
- Reynolds, Nedra, 12–13
- rhetoric of lack, 14, 126
- "rural" defined, 2, 169
- rural economic development, 88–89
- rural education, 29–30, 121, 126
- Rural Institute in Nebraska, 149
- rural life, 1–3, 14–17, 63, 83, 146, 150, 205–6n. 10
- rural literacies: approaches to, 26–27; defined, 4; depictions of, 156–57; perceptions of, 37, 68, 155; stereotypes of, 19–27, 32–33, 205n. 6; traditional, 78–79, 94–95, 122, 129, 146
- Rural School and Community Trust, 43, 186, 191
- rural students, 25, 37–38, 75–76, 160–61
- rural women. *See* women, rural
- Rural Womyn Zone (RWZ), 152–54
- Ryan, Cynthia, 180–81
- sacralization of culture, 47–48
- Sassen, Saskia, 17–18
- scapegoating, 48–49
- Schell, Neva, 95–96
- Schlosser, Eric, 118, 171–74
- schools: boarding, for Native Americans, 23; common school movement, 24–25; garden projects, 109; mission, 59, 62; public, 26, 45, 61–62, 71; settlement, 50
- Schultz, Lucille, 25, 156

- seed patents, 90  
 Seeley, Kim, and family of, 114–17  
 Shakespeare, sacralization of, 47  
 Shapiro, Henry, 39–43, 46, 205n. 3  
 Shiva, Vandana, 82, 90, 92, 208n. 9  
 Shor, Ira, 82, 118  
*Simple Life, The* (television show), 164  
 Slow Food movement, 176  
 smart diversification rhetoric, 79–80, 96, 114–17  
 Snavely, Ed, and family of, 114–17, 209n. 12  
 Socratic tradition, 51, 53  
 southern improvement theory, 48–49  
 Spurlock, Morgan, 171, 174  
 standardization, 20–21, 23–24. *See also* No Child Left Behind Act (NCLB)  
 stereotypes: about rural life, 14–15, 45–55;  
     internalization of, 70–71; and mixed  
     symbology, 68; of rural literacies, 19–27, 32–  
     33, 205n. 6; sources of, 39–45  
 stereotyping, process of, 38–41  
 stewardship, 101, 115–17  
 stigmatization, 38, 50, 59, 62, 70–71  
*Storm in the Mountains* (Moffett), 50–55  
 Stuart, Jesse, 61–62  
*Super Size Me* (Spurlock film), 171, 174  
 sustainability: defined, 4–6, 204n. 3; food politics unit  
     and, 171–72; interconnectedness and, 20; key  
     elements of, in relationships, 73, 98; metaphor  
     of, 27–28, 155; public pedagogy for, 27–28; of  
     rural life, 9; social, 6–7; in writing curricula, 83,  
     172–73  
 sustainability model for rural literacies, 20, 60, 70,  
     72–76  
 sustainable family farms, 113–17. *See also* family  
     farmers and farms  
 sustainable pedagogy, 5–6  
 Sykes, Lucinda, 59–60, 62, 69  
 sympathetic identification, 73, 94–95  
 Syracuse University, 75, 173  
 Texas, 183–85  
 Texas Christian University, Fort Worth, 186–87  
 "Texas Women" (Ivins), 184–85  
 Theobald, Paul, 24–25, 124  
*Thread That Runs So True, The* (Stuart), 61–62, 74  
 tragedy rhetoric of farm crisis, 78–79, 93–96, 169  
 United Farmer and Rancher Congress, 100  
 University of Nebraska-Lincoln, 31  
 University of North Dakota, 32, 37–38, 75, 160, 168  
 urban bias, as class bias, 17  
 urban garden projects, 109  
 urbanization trend, 22–23  
 urban metaphors, 13–14  
 urban-*vs*-rural framing metaphor, 15–16  
 U.S. Department of Agriculture, 2, 207n. 1  
 Van Doren, Charles, 61–62  
 vertical integration, 85–86  
 vigilantism, 207n. 3  
 Vincent, George, 46–47  
*Ways with Words* (Heath), 167  
 Weisser, Christian, 159  
 Whisnant, David, 40, 46, 49–50  
 whiteness, mythical, of Appalachians, 49–50  
 Will, George, 171  
 Windels, Elsie Holmstedt, 140–41  
 Winne, Mark, 178–79  
 women, rural: as farmers, 208–9n. 9; Molly Ivins on,  
     184–85; literacy work of, 120–25, 131–34,  
     145–47, 150  
 worker earnings *vs* management earnings, 88  
 World Trade Organization (WTO), 89, 91, 112, 175  
 writing, defined, 4  
 writing assignments, 165–67, 175–76, 185–87  
 Y  
 Young, Neil, 99, 104