



COMMUNICATING AG ISSUES

A Case Study Approach to Teaching & Learning

Rural Community Resilience

What is this case study about?

The community of Apalachicola, Florida is a town that is dependent on the seafood industry. After the Deep Water Horizon Oil Spill, it was falsely assumed that the oysters coming from the bay were tainted from the oil and their main industry was severely damaged. This case study shows how this rural community has shown resiliency and continues to tackle obstacles.

Keywords: collaboration-theory, climate change, community resilience, Deep Water Horizon Oil Spill, resource-dependent community, interpersonal communications

Who can benefit from using this curriculum?

This case study would be appropriate to use in science and agricultural communication courses, crisis communication courses, agricultural or consumer policy courses, and broad agricultural or science issues courses to address the social and communication aspects of this issue.

What will students learn?

By the end of this case study, learners should be able to:

- Define rural community and community resilience.
- Recognize the cultural aspects of “rural.”
- Describe a resource dependent community.
- Explain the current situation of the oyster industry in Apalachicola, Florida.
- Recognize the impact on Apalachicola from environmental and human factors.
- Discuss collaboration theory and its application to communication efforts.
- Discuss stakeholder concerns and how they might vary.
- Describe how communication can ensure the resiliency of rural communities.
- Develop a plan to lead a collaborative communication effort.

What materials are available?

- **Instructor comments** that you can use either as a script or to adapt with your own wording, as you see fit.
- **Readings/resources** that you can elect to use as background for yourself, in order to become more knowledgeable about the topic, or to provide to students either as required or optional readings.
- **Suggested teaching methods/activities** to use in class or as out-of-class activities.
- **Questions** that can be asked, as a way to encourage students to *think critically* about the issue as they continue through the material, as well as at the end of the case study, after students learn about all aspects of the issue.
- A **series of video interviews**, conducted with communications researchers and practitioners allows students to learn more about the concepts discussed in the case.