1. Course Information

This course emphasizes the diversity of rural people and places in regions in U.S., Colorado, and tribal lands. We apply perspectives from multiple disciplines such as landscape architecture, geography, economics, public health, and sociology to understand critical issues for planning, policy, and design in rural, small, and low-density (RSLD) places. A core premise of the course is that we should not assume that planning, policy, and design for RSLD places is equivalent to applying urban tools to a different context. This is because RSLD places often engage different substantive problems and institutional contexts, as well as different values that matter for planning, policy, and design processes.

The first part of the course provides training in the fundamental issues at stake (e.g., institutional context, histories, land use conflicts, gentrification). In the second part of the class, we apply this learning to a case study in Colorado, blending ideas from planning, design, and cultural landscape studies.

The course is an interactive seminar. We use class sessions to discuss readings, do in-class exercises, review class projects, to engage with one another to develop a deeper understanding of planning and design in RSLD places.

This is a graduate-level course with no prerequisites. You should be ready to engage with concepts and methods from a variety of disciplines.
## Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Part 1: Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Aug 24</td>
<td>Critical planning issues in rural, small, and low-density places</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Part 2: Historical, institutional, and social contexts of RSLD planning</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aug 31</td>
<td>Why are some places considered “rural” and others “urban”?</td>
<td>Elements of rural identity</td>
</tr>
<tr>
<td>3</td>
<td>Sep 7</td>
<td>What are the historical social and institutional contexts of planning in RSLD places?</td>
<td>Rural planning institutions and historical/social context</td>
</tr>
<tr>
<td>4</td>
<td>Sep 14</td>
<td>Rural land management and development</td>
<td>Value conflicts over land use and environmental policy (conservation development, historic preservation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Part 3: Narratives of RSLD dynamics—poverty and growth</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sep 21</td>
<td>The narrative of poverty and population loss</td>
<td>Implications of this rural typology for planning</td>
</tr>
<tr>
<td>6</td>
<td>Sep 28</td>
<td>The narrative of growth, amenities, and gentrification</td>
<td>Implications of this rural typology for planning</td>
</tr>
<tr>
<td>7</td>
<td>Oct 5</td>
<td>Models of RSLD planning</td>
<td>How do different models of RSLD planning interact with these narratives?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Part 4: Transition</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct 12</td>
<td>Take-home midterm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Part 5: Application: Weld County health and well-being case study</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Oct 19</td>
<td>Cultural landscapes and transects</td>
<td>Introduction to methodology</td>
</tr>
<tr>
<td>10</td>
<td>Oct 26</td>
<td>Field work</td>
<td>Practice transect methodology</td>
</tr>
<tr>
<td>11</td>
<td>Nov 2</td>
<td>Field work presentations</td>
<td>Presentations of major findings from Weld County</td>
</tr>
<tr>
<td>12</td>
<td>Nov 9</td>
<td>Rural health and health disparities</td>
<td>Public health as a point of entry into RSLD planning</td>
</tr>
<tr>
<td>13</td>
<td>Nov 16</td>
<td>Rural recreation, behavior, and the social-ecological model</td>
<td>Intersection of social, economic, policy, and built environment contexts in this specific planning problem</td>
</tr>
<tr>
<td>14</td>
<td>Nov 23</td>
<td>Fall break—No class</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Nov 30</td>
<td>Final presentations</td>
<td>Presentations of case studies</td>
</tr>
<tr>
<td>16</td>
<td>Dec 7</td>
<td>Synthesis and reflection on RSLD planning</td>
<td>Reflection and closure</td>
</tr>
</tbody>
</table>
Attendance

You are expected to attend every class because forming a learning community is a significant part of the learning processes. I take attendance at each class using the Roll Call function in Canvas.

You must arrive on time to class to avoid disrupting other students’ attention and learning. Arriving late to class reduces attendance points for the class session by 50% (from 10 points to 5 points). If you arrive to class 10 minutes late or more, then you may not receive attendance credit for the class session.

This policy applies to all absences.

Readings

You are expected to complete all reading assignments before class (readings listed for a week are due that week). Allocate about three hours per week to do the readings and process them. Most course materials will be available electronically. Occasionally, I will hand out additional materials in class.

Readings are intended to familiarize you with a range of applied topics and underlying theories. Doing the reading is a form of self-directed learning, and it prepares you to do group-based learning during class sessions. Readings are important because they bring everyone in the class to the same starting point.

Lectures, Class Discussions, and Exercises

We spend class time on discussion and exercises, which review and extend the material covered in the readings and assignments. The course is not organized around lectures, although sometimes they may be used.

You are expected to be active participants and leaders in these discussions and exercises, and to integrate information from lectures, readings, discussions, and exercises into your assignments.

Most students will be more expert in certain areas than in others because of disciplinary backgrounds and prior experience, but everyone has a lot to learn from one another. You should prepare to share your learning with the class to facilitate peer instruction. Additional readings, meetings with subject-matter experts, or meetings with me during office hours may also help you become more proficient in topics outside of your home discipline.

Communication

Unless otherwise noted, we will use Canvas for all official course communication and it is your responsibility to use Canvas settings that enable reliable communication. For example, this may mean selecting a personal e-mail address as the default in Canvas. I may use Canvas for course announcements, announcing changes to the schedule and/or syllabus, returning graded grades.
assignments, personal communication, or other course-related business. All assignments, unless otherwise noted, must be submitted on Canvas. You should be familiar with Canvas’s assignment submission procedures.

**Learning Outcomes**

After completing this course, you will understand major debates, issues, and theories that are relevant for planning in rural, small, and low-density contexts.

The course has the following learning outcomes:

1. Recognize and explain the historical, institutional, economic, demographic, and social contexts of diverse types of RSLD places.
2. Evaluate major narratives of poverty and population loss, as well as narratives of rural growth and gentrification, as they relate to planning, policy, and design.
3. Interpret original and secondary data about people, places, and the material landscape of RSLD places in descriptive, analytical, and evaluative ways.

**Grading Policy**

Grades will be based on the following (see the descriptions and rubrics below):

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Assignment</th>
<th>Points</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each class</td>
<td>Attendance and engagement (10 pts each week)</td>
<td>130</td>
<td>0.21</td>
</tr>
<tr>
<td>Each class with assigned readings</td>
<td>Commentary about readings</td>
<td>90</td>
<td>0.15</td>
</tr>
<tr>
<td>August 31</td>
<td>Discovery case example 1</td>
<td>25</td>
<td>0.04</td>
</tr>
<tr>
<td>September 7</td>
<td>Discovery case example 2</td>
<td>25</td>
<td>0.04</td>
</tr>
<tr>
<td>September 14</td>
<td>Discovery case example 3</td>
<td>25</td>
<td>0.04</td>
</tr>
<tr>
<td>October 5</td>
<td>Plan analysis briefing memo</td>
<td>50</td>
<td>0.08</td>
</tr>
<tr>
<td>October 12</td>
<td>Take-home midterm exam</td>
<td>100</td>
<td>0.16</td>
</tr>
<tr>
<td>November 2</td>
<td>Field work presentation</td>
<td>100</td>
<td>0.16</td>
</tr>
<tr>
<td>November 30</td>
<td>Final case study presentation</td>
<td>100</td>
<td>0.16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>620</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Final grades will be based on the total number of points earned.

620-558 = A/A-
557-496 = B+/B/B-
495-434 = C+/C/C-
433-372 = D+/D/D-
3711 or below = F

All assignments, unless otherwise noted, must be submitted in PDF format on Canvas by 14:00 on the due date. Please compile multiple pieces of an assignment into a single PDF.

Grading will be based primarily on the quality and depth of the work presented, but organization, composition, presentation, and copyediting will be taken into account.

You are expected to turn in both graded and ungraded assignments on time (see schedule). Out of respect and fairness for all members of the class, extensions will be granted only in the case of an actual emergency. Late assignments lose up to 25 points per day.

With permission, assignments can be revised and resubmitted for reconsideration.

**Academic Honesty**

Education at the University of Colorado Denver and in the College of Architecture and Planning (CAP) depends on honesty and integrity, as well as appropriate conduct. CAP students are required to follow the Student Code of Conduct and the Honor Code. Please refer to http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/discover/Documents/Honor Code-Graduate Students-Fall 2009.pdf for details.

All University and College policy, as well as common sense, regarding academic honesty applies in this course. Plagiarism and cheating are not tolerated and will be handled through the University’s official process. When working in a group, it is the responsibility of everyone in the group to maintain the norms of academic integrity.

You may do joint work with other courses only with the permission of all instructors and when the work is suitable for the topic and the course.

**Accommodations**

If you need accommodations, or if you are not sure whether you need accommodations, then you need to contact the Disability Resources and Services Office on campus. See http://www.ucdenver.edu/student-services/resources/disability-resources-services/accommodations/Pages/accommodations.aspx for more details.

**2. Assignments**

**Assignment 1: Attendance and participation**

Due: At each class session
Total points: 130

Each week, you may earn up to 10 points for attendance in class.
Notes about participation in class:

Norms of participation in this course include the following aspects of engagement (adapted from: Lathrop A. 2006. Teaching How to Question: Participation Rubrics. The Teaching Professor, 20(2): 4-5):

Preparation: Demonstrate being prepared for class by arriving on time, taking notes, bringing notes and copies of the readings to class, researching unfamiliar or interesting topics found in the readings, and setting an intention for the class meeting.

Engagement: Actively engage with other members of the class in respectful and inclusive discussion and active listening. It is usually more important to listen than to talk. It’s also important to engage with people who you perceive as different from you. This means being curious about and open to what other people think and experience.

Initiative within a group: Ask questions during discussion that focus, clarify, and summarize what the group is talking about. Help others express themselves when they have trouble communicating. Create space for shy people. Be helpful when you see an opportunity. Don’t monopolize conversation. In general, try to have a positive effect on other people.

Discussion: Discussion is about increasing collective understanding, not only individual understanding. Successful class discussion requires having compassionate and respectful relationships with peers, and these relationships reflect higher order intellectual and emotional skills (analysis, synthesis, compassion, etc.). In contrast to the traditional classroom, discussion in this class is not about showing other people how much you know.

Assignment 2: Reading commentary

Due: For weeks with assigned readings (nine total)
Total points: 90

Readings are a primary method of learning in this course. Each week, approximately three required readings present information, themes, and arguments that we will discuss in class and that you need to comprehend and reflect upon to do advanced work in the course.

Prepare a total of nine weekly commentaries related to the readings. The first commentary is due in the second week of class, and the final commentary is due for our class meeting on November 16. The commentaries should be no more than 250 words in length, and they should be posted to the discussion board in Canvas.

The commentaries are due no later than 11:59 pm on Tuesday for Thursday’s class to allow everyone one day to read them before class, and even comment on another student’s commentary.
To guide your commentaries, I offer these three things to consider as you formulate your writing (adapted from Association of American Colleges and Universities, Global Learning VALUE rubric, posted on Canvas). The language about “global learning” might be unfamiliar, but the concepts of self-awareness, perspective, and cultural diversity should be familiar to you, and these concepts are central to processing our readings.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Self-Awareness</strong></td>
<td>Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.</td>
<td>Evaluates the global impact of one’s own and others’ specific local actions on the natural and human world.</td>
</tr>
<tr>
<td><strong>Perspective Taking</strong></td>
<td>Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)</td>
<td>Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.</td>
</tr>
<tr>
<td><strong>Cultural Diversity</strong></td>
<td>Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.</td>
<td>Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.</td>
</tr>
</tbody>
</table>

**Global Self-Awareness:** In the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world. [I think it is perfectly useful to hold the words “global” and “rural” in one’s mind at the same time.]

**Perspective Taking:** The ability to engage and learn from perspectives and experiences different from one’s own and to understand how one’s place in the world both informs and limits one’s knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

**Cultural Diversity:** The ability to recognize the origins and influences of one’s own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach
common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

**Assignments 3-5: Discovery of case examples to share with the class**

Due: August 31, September 7, and September 15  
Total points: 75 total (25 points each week)

During the first course module on the fundamentals of rural planning (weeks two, three, and four), extend your reading commentary to include an additional element: discover a case example of the topic at hand to share with the class. The objective of this assignment is to apply the reading with a learning-by-doing exercise so that you master the fundamental ideas and explore topics of particular interest to you, thereby expanding the set of topics included in class discussion.

Prepare an extended commentary (no more than an additional 500 words) to address the following prompts.

In class on the following days, we will randomly select a handful of examples to discuss.

**August 31:** Using the data provided and information from the readings, identify a place in Colorado with a complex identity that makes it difficult to define as either rural or urban. Exurban places often have this problem (e.g., Fountain), as do places like Aspen, which have urban problems (e.g., parking) but rural/natural/wilderness/recreation amenities.

The data set provided includes places (census tracts) in Colorado and their urban-rural classification based on different definitions of urban-rural continua (USDA, Census, RUCA, etc. from the readings). One way to approach the problem is to identify census tracts that have contradictory classifications according to two or more of the definitions.

**September 7:** Using original research, identify an institution or organization—that is not a municipality—that plays a role in rural planning and/or community development. The organization does not need to be from the public sector. Do some light research about the institution to discuss its organizational mission and give an example of its planning practice in Colorado (or another place).

**September 15:** Using original research, identify an example of a land use conflict that deals with problems of land management, property rights, and/or environmental values. Explain the tensions, what is at stake for people, and what interests are involved.

To guide your discovery of case examples, I offer these three things to consider as you formulate your research writing (adapted from Association of American Colleges and Universities, Lifelong Learning VALUE rubric, posted on Canvas).
Assignment 6: Plan briefing memo

Due: October 5
Total points: 50 total

How do plans for RSLD places engage with the narratives of population change and economic growth or decline?

First, you will identify a contemporary or historical RSLD plan. It can be in Colorado or elsewhere. By RSLD plan, I mean a document that addresses collective action around space and place. It does not need to have the word “plan” in the title, and it can be a document created by any type of organization. Information about these plans can be found through the websites of planning organizations such as the American Planning Association. Often, plans are nominated for awards or they win awards, and these would be an ideal selection because they are held up as exemplary.

You will prepare a brief memo to the class (no more than one page in length, single-spaced) that discusses the plan and how it engages with themes we have studied in class so far (population change, poverty, segregation, gentrification, economic development). Focus on what is interesting and surprising about the case. Do not summarize the plan in your memo. We will discuss cases together in class (selected at random).

The memo should clearly address the following questions (i.e., use subheadings): (1) What is the RSLD issue or dynamic addressed by the plan? (2) How does it address this dynamic through process, land use, infrastructure, policy, or programming, etc.? and (3) Do you think this example
presents a model of planning that is distinct from a typical “urban” plan, and if so why? If not, why not?

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explains the issues</td>
<td>Presents a precise, coherent, and thoughtful analysis grounded in concrete examples and details</td>
<td>Makes assertions that don’t quite form an argument, or offers limited support</td>
<td>Hardly attempts to make an argument, or does not support with evidence</td>
</tr>
<tr>
<td>Takes a position</td>
<td>Accounts for evidence, addresses the complexities of the issues, and acknowledges other points of view</td>
<td>The author offers a position, but it is simplistic and only superficially addresses complexities</td>
<td>The author does not clearly articulate a position</td>
</tr>
<tr>
<td>Clear and organized composition, and well written</td>
<td>Perfect style and copyediting</td>
<td>A few minor errors, but not too distracting</td>
<td>Needs a thorough revision</td>
</tr>
</tbody>
</table>

**Assignment 7: Transect field study in Weld County, Colorado**

Due: November 2  
Total points: 100 total

The purpose of this assignment is to make an experiential link between the themes we have discussed in class and the built and natural environments of an RS LD place—Weld County, Colorado. The exercise will train you in the skills of observation and documentation—you will pay careful attention, take notes, draw, take photographs, collect artifacts, and assemble the information that you collect into a “freestyle” transect diagram. You will also turn in a brief memo that states your transect theme, plan, and revised list of instructions that you develop based on the Grady Clay Urban Cross Section learning device.

Use the readings and discussion from last week as guidance, and study these additional examples:


Instructions:
1. **Select a theme** or a lens through which to carry out your fieldwork. This may be the lens of housing, economic development, globalization, gentrification, aging, urbanization and sprawl, etc. You may decide to anchor your transect route with visits to key places associated your theme—health care facilities, schools, housing developments, work sites, trail heads, etc. Write down your theme and put it in the memo that you turn in along with your freestyle transect document.

2. **Select a place, a possible route, and revise the Grady Clay Urban Cross Section instructions such that they are appropriate for your intended study.** I have done field work in and around Greeley, the Poudre River Trail Corridor, Milliken and Johnstown, Frederick, and Firestone, for example, and these are all excellent and interesting places. Write down your revised cross section directives in your memo.

3. **Think through the logistics and do background research.** Know something about your topic and subject before you get into the field – but don’t let the research prevent you from using your experience in the field to learn new things or challenge what seems to be taken for granted. Make a plan for how you will carry out your field work (i.e., travel, documentation methods). Write down your logistics and background notes in your memo.

4. **Carry out the field work and necessary documentation.** Don’t forget to debrief with yourself immediately afterward. Do not wait until the next to write down (or record) your thoughts. A rule of ethnographic research that applies here is: ideas that are not documented do not exist. You cannot make them up later.

5. **Create a freestyle transect graphic** that represents three-to-five of the main things you learned. You do not need to capture all information in a single document. A few major ideas are more than enough.

6. **Submit your memo and transect graphic on Canvas and be prepared to give an informal, five-minute presentation to the class about your work.** We will have more time to discuss the work as a group after a brief, but formal, introduction to it.

To guide your discovery of case examples, I offer these three things to consider as you formulate your research writing (adapted from Association of American Colleges and Universities, Integrative Learning VALUE rubric, posted on Canvas).

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

**Connections to Experience**
Connects relevant experience and academic knowledge

- Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.
- Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study.
- Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.
- Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
### Transfer

Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations

- Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to solve difficult problems or explore complex issues in original ways.
- Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.
- Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.
- Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.

### Integrated Communication

Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.

- Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.
- Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).
- Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.

---

**Assignment 8: Apply the Weld County transect to create a health and well-being case study**

Due: November 30  
Total points: 100 total

The purpose of this assignment is to apply the group learning about Weld County from our previous assignment to a practical case study that represents innovative contemporary practice at the intersection of RSLD planning and public health. These cases may consider the full complement of issues related to RLSD health disparities. However, the cases must be based on examples that include empirical evidence of their innovation.

These cases will focus on one innovation that you think should be shared widely with RSLD planning and public health practitioners. These case studies may be succinct in their format, but identifying this innovation and communicating why it is important requires you to synthesize the topics covered in this course. You will create one case study.

For a model of the type of document you should create, look at this example:  

The domain in the example is transportation, but the concept is identical, and so is the format.

The final deliverable has two parts:

1. A single-slide presentation
The single slide should include information on: Background, The Problem, The Solution, Importance

(2) A memo, no longer than two pages single-spaced, that describes the research methods you used to develop the case, including any field work, informational interviews, data analysis, documentary analysis that you conducted.

NB 1: This assignment seems simple because of its succinct communication, but it requires 100 points worth of background research, synthesizing information, identifying the most compelling aspect of the most compelling cases, etc. Use the poster to practice clear communication for a general audience, and use the memo to talk about the depth and quality of your information.

<table>
<thead>
<tr>
<th>Weld County case study</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear and organized composition, professional presentation of material</td>
<td>Perfect style and copyediting with professional graphical communication</td>
<td>A few minor errors, but not distracting, good graphical communication</td>
<td>Needs a thorough revision</td>
</tr>
<tr>
<td>Analysis</td>
<td>The case study does not just describe the innovation, it helps the reader understand it analytically by making connections and extending them</td>
<td>The case study is interesting, but it is more descriptive than analytical, which means the audience does not really understand the connections</td>
<td>Hardly attempts to analyze the underlying issues that make the case interesting and important</td>
</tr>
<tr>
<td>Interpretation</td>
<td>The case gives the audience insight into what is unique about this case and backs it up with evidence. Creates a point of view.</td>
<td>The interpretation re-states the analysis, or does not get at the question about what might be unique or lacks a point of view.</td>
<td>Hardly attempts to interpret the case data</td>
</tr>
<tr>
<td>In-class presentation</td>
<td>Clear, focused, engaging</td>
<td>Presentation was satisfactory</td>
<td>Does not present or is not effective</td>
</tr>
</tbody>
</table>
3. Readings

Week 1. August 24. Critical Planning Issues in Rural, Small, and Low-Density Contexts

No readings this week.

Week 2. August 31. Defining Rural People and Places

Questions to focus reading: What are the different “rural Americas” that you can think of? Do you think that there is a common, possibly latent, feature linking them, or perhaps no common feature?

Required readings:

Read first:


Read second:


Optional readings:


4. McAndrews, Carolyn, Kirsten Beyer, Clare E. Guse, Peter Layde. 2016. “How do the definitions of urban and rural matter for transportation safety? Re-interpreting transportation fatalities as an outcome of regional development processes.” *Accident Analysis and Prevention* 97: 231-241. [I wrote this article with colleagues from the Medical College of Wisconsin about road safety in RSLD places. We applied ideas from this week’s reading to a planning/engineering/public health question.]

Week 3. September 7. Historical, Social, and Institutional Contexts of Rural Planning

Questions to focus reading: Just as planning in urban settings responds to the particular institutions of urban labor and land markets (e.g., industrialization, federal housing policy), rural planning responds to the logic of rural development and its associated institutions (e.g., settlement policy, agricultural policy). Planning in both contexts also engages (or fails to engage) with the particular histories of racial and ethnic identities. What are examples of non-metropolitan organizations that play a role in rural development, planning, and policy. Think about the different lenses of housing, education, health care, agriculture and natural resources,
industrial processes, infrastructure, community development, economic development, faith organizations, etc.

Required readings:


Watch:


Optional reading:


**Week 4. September 14. Land Management Institutions and Conflicts**

*Questions to focus reading: Federal agencies and their planning processes play an important role in rural places. What are some of the reasons for federal involvement in land management? What role do environmental values play in land management planning and decision-making?*

Required readings:


Optional readings:


**Week 5. September 21. The Narrative of Poverty and Population Loss**

*Question to focus reading:* A prominent narrative about RSLD places is that they shrink because young people move away, that they age because older people stay behind, and that they suffer poverty because of larger global economic changes. Appreciate this narrative, and, next week, contrast it with a different narrative about gentrification and rural growth.

**Required readings:**

   - Read the following case studies in the document: Martin County, KY; Blackfeet Reservation, MT; McKinley County, NM; McDowell County, WV; Holmes County, MS
   - Also read the Synthesis chapter.

**Week 6. September 28. The Narrative of Growth, Rural Amenities, and Gentrification**

*Question to focus reading:* Last week, we focused on the narrative of rural poverty. This week, we look at patterns of rural growth and development, and how people value rural amenities. For example, telecommunications allow people reside and work in remote places while remaining connected to urban centers. What do these patterns imply about rurality?

**Required readings:**


**Optional reading:**


**Week 7. October 5. Models of Rural Planning**

*Questions to focus reading: Different sources offer different models of planning for RSLD places: the Heart and Soul method, smart growth and new urbanism, historic preservation, and collaborative planning. Do you think there are differences between urban and RSLD planning? Do you think there should be differences in planning for these places?*

**Required readings:**


**Optional readings:**


**Week 8. October 12. Take-Home Midterm Exam**
The midterm will be available at 7:00 a.m. on October 12 and it is due (to Canvas) by 2:00 p.m. on October 19.


Required readings:


Week 10. October 26. Field Work—No class meeting this week

Week 11. November 2. Field Work Presentations—No readings this week

Week 12. November 9. Rural Health Disparities

Required readings:


Week 13. November 16. Rural Recreation and Physical Activity

Required readings:


Optional readings:

Week 14. November 23. Fall Break—No class meeting this week
Week 15. November 30. Final Presentations of Case Studies—no readings this week
Week 16. December 7. Synthesis and reflection on RSLD planning—no readings this week