

**SMALL TOWN, RURAL, AND RESORT PLANNING
URPL 6615 (3 UNITS)
FALL 2017**

Class meets: Thursday, 2:00 – 4:45 p.m.
CU Denver Building Room 320C

Instructor: Assistant Professor Carolyn McAndrews

Office and contact information: CU Denver Building 320BB

carolyn.mcandrews@ucdenver.edu

Phone: (303) 315-1000

Office hours: TBD for fall 2017

or e-mail to schedule an appointment

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 and design in rural, small, and low-density (RSLD) places. A core premise of the course is that we should not assume that planning and design for RSLD places is equivalent to applying urban planning and design 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

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

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

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):

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

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/HonorCode-GraduateStudents-Fall2009.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.

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).

presents a model of planning that is distinct from a typical “urban” plan, and if so why? If not, why not?

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

Assignment 7: Transect field study

Due: November 2
 Total points: 100 total

Assignment details TBD.

Assignment 8: Weld County health and well-being case study

Due: November 30
 Total points: 100 total

Assignment details TBD.

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:

1. Johnson, Kenneth. 2006. *Demographic Trends in Rural and Small Town America*. Carsey Institute Reports on Rural America. Durham, NH: University of New Hampshire.

Read second:

2. Hart, L. Gary, Eric H. Larson, and Denise M. Lishner. 2005. “Rural Definitions for Health Policy and Research.” *American Journal of Public Health*, 95(7):1149-1155.

Optional readings:

3. Lichter, Daniel T and David L. Brown. 2011. “Rural American in an Urban Society: Changing Spatial and Social Boundaries.” *Annual Review of Sociology*, 37:565-592. [This reading is similar to Johnson, 2006 (above) but offers an interesting 10-category typology of rural dynamics.]
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:

1. Oakerson, Ronald J. 1995. "Structures and Patterns of Rural Governance." In *The Changing American Countryside*, Emery N. Castle, ed. Lawrence, KS: University of Kansas Press, pp. 397-418.
2. Snipp, C. Matthew. 1995. "American Indian Economic Development." In *The Changing American Countryside*, Emery N. Castle, ed. Lawrence, KS: University of Kansas Press, pp. 303-317.
3. Rochin, Refugio I. 1995. "Rural Latinos: Evolving Conditions and Issues." In *The Changing American Countryside*, Emery N. Castle, ed. Lawrence, KS: University of Kansas Press, pp. 286-302.

Watch:

4. *Raising Bertie*, directed by Margaret Byrne. (2016). Kartemquin Films.

Optional reading:

5. Gilbert, Jess. 2008. "Rural Sociology and Democratic Planning the in Third New Deal." *Agricultural History*, Fall, 421-438.

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:

1. Starrs, Paul F. 1996. "Conflict and Change on Landscapes of the Arid American West." In *The Changing American Countryside*, Emery N. Castle, ed. Lawrence, KS: University of Kansas Press, pp. 271-285.
2. United States General Accounting Office. 1999. "Land Management: The Forest Service's and BLM's Organizational Structures and Responsibilities." GAO/RCED-99-227.

Optional readings:

3. Jacobs, Harvey M. 2003. "The Politics of Property Rights at the National Level Signals and Trends." *Journal of the American Planning Association*, 69(2): 181-189.
4. Southern Poverty Law Center. 2014. "War in the West: The Bundy Ranch Standoff and the American Radical Right." July 2014.
5. <https://www.nytimes.com/roomfordebate/2016/01/07/who-should-control-the-west>

6. Forest Service, U.S. Department of Agriculture. 2016. *Understanding Your Opportunities for Participating in the Forest Service Planning Process: A Guide for State, Local, and Tribal Governments*. Prepared by the Federal Advisory Committee on the Implementation of the 2012 Land Management Planning Rule. Washington, D.C.: Forest Service, U.S. Department of Agriculture.

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:

1. McGranahan, David A. and Calvin L. Beale. 2002. "Understanding Rural Population Loss."
2. Riebschleger, Joanne. 2007. "Social Workers' Suggestions for Effective Rural Practice." *Families in Society*, 88(2): 203-213.
3. Reid, Carolina. 2008. "Introduction to the Case Studies," in *The Enduring Challenge of Concentrated Poverty in America: Case Studies from Communities Across the U.S.*, David Erickson et al., eds. Washington, D.C.: The Federal Reserve System and The Brookings Institution.
 - 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:

1. Johnson, Kenneth M. and Calvin L. Beale. 2002. "Nonmetro Recreation Counties: Their Identification and Rapid Growth." *Rural America*, 17(4): 12-19.
2. Golding, Shaun A. 2014. "Migration and Inequality in the Rural United States: Connecting Urban to Rural and Local to Global." *Sociology Compass*, 8(3): 324-335.
3. Sun-Hee Park, Lisa and David Naguib Pellow. 2011. "The Logic of Aspen," in *Slums of Aspen: Immigrants vs. the Environment in America's Eden*. New York, NY: New York University Press, pp. 28-67.

Optional reading:

4. Reeder, Richard J. and Dennis M. Brown. 2005. "Recreation, Tourism, and Rural Well-Being." U.S. Department of Agriculture, Economic Research Service, Economic Research Report Number 7, August 2005.
5. Marcouiller, David W., John Gregory Clendenning, and Richard Kedzior. 2002. "Natural Amenity-Led Development and Rural Planning." *Journal of Planning Literature*, 16(4): 515-539.

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:

1. Arendt, Randall. 2015. "Future Prospects: Choosing Among Alternative Patterns," in *Rural by Design: Planning for Town and Country*. Chicago, Washington, D.C.: American Planning Association, pp. 25-37.
2. Reid, Christine. 1994. "Evolution from a Village to a Town in a Typical Inland Site," in *Rural by Design: Maintaining Small Town Character*, Randall Arendt, ed. Chicago, Washington, D.C.: American Planning Association, pp. 91-102.
3. Hester, Randolph T. 2006. "Sacredness," in *Design for Ecological Democracy*. Cambridge, MA: MIT Press, pp. 117-135.
4. Webster, Rebecca M. 2016. "This land can sustain us: cooperative land use planning on the Oneida Reservation." *Planning Theory and Practice*, 17(1): 9-34.

Optional readings:

5. Orton Family Foundation. 2015. *Community Heart and Soul: Guided by What Matters Most*. Shelburne, VT: Orton Family Foundation.
6. Reid, Christine. 1994. "Homes, Jobs, and Agriculture Beside the Taylor River," in *Rural by Design: Maintaining Small Town Character*, Randall Arendt, ed. Chicago, Washington, D.C.: American Planning Association, pp. 76-90.
7. Dodson, Harry. 1994. "Residential Development Patterns along the Connecticut River," in *Rural by Design: Maintaining Small Town Character*, Randall Arendt, ed. Chicago, Washington, D.C.: American Planning Association, pp. 67-75.
8. Frank, Kathryn I. and Michael Hibbard. 2016. "Rural Planning in the Twenty-First Century: Context Appropriate Practices in a Connected World." *Journal of Planning Education and Research*, pp. 1-10.
9. Jackson, J.B. 1966 [1970]. "Jefferson, Thoreau, and After." Originally published in *Landscape*, 15(2) 1959-1960, in *Landscapes: Selected Writings of J.B. Jackson*, Ervin H. Zube, ed. Amherst, MA: University of Massachusetts Press, 1970, pp. 1-9.

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.

Week 9. October 19. Cultural Landscapes and Transect Method

Required readings:

1. Clay, Grady. 2003. "Crossing the American Grain with Vesalius, Geddes, and Jackson: The Cross Section as a Learning Tool," in *Everyday America: Cultural Landscape Studies after J.B. Jackson*, Chris Wilson and Paul Groth, eds. Berkeley, CA: University of California Press, pp. 109-129.
2. Jackson, J.B. 1953 [1970]. "The Westward-moving House: Three American Houses and the People Who Lived in Them." Originally published in *Landscape*, 2(3) 1953, in *Landscapes: Selected Writings of J.B. Jackson*, Ervin H. Zube, ed. Amherst, MA: University of Massachusetts Press, 1970, pp. 12-42.
3. Lewis, Pierce K. 1979. "Axioms for Reading the Landscape: Some Guides to the American Scene."

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:

1. Hartley, David. 2004. "Rural Health Disparities, Population Health, and Rural Culture." *American Journal of Public Health*, 94: 1675-1678.
2. Meit, Michael, Alana Knudson, Tess Gilbert et al. 2014. *The 2014 Update of the Rural-Urban Chartbook*. Rural Health Research and Policy Centers.

Week 13. November 16. Rural Recreation and Physical Activity

Required readings:

1. Meyer, M. Renee Umstattd, Justin B. Moore, Christiaan Abildso, Michael B. Edwards, Abigail Gamble, Monika L. Baskin. 2015. "Rural Active Living: A Call to Action." *Journal of Public Health Management Practice*, 22(5): E11-E20.
2. Loh, Tracy Hadden, Jay Walljasper, Daniel Sonenklar, Kevin Mills, David Levinger. 2011. *Walking and Bicycling in Small Towns and Rural America*. Washington, D.C.: Rails-to-Trails Conservancy.

Optional readings:

3. Iowa Department of Transportation. 2000. *Implementing Trail-Based Economic Development Programs*.

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