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## UP 457, SPRING 2015

Instructor: Bev Wilson  
E-mail: bevwilso@illinois.edu  
Phone: (217) 244-1761  
Office: Temple Hoyne Buell Hall, Room 224

## Small Town and Rural Planning Workshop

Meeting Time: M,W 2:00–3:20 PM (Room 223)  
Meeting Location: Temple Hoyne Buell Hall  
Office Hours: By appointment

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### COURSE DESCRIPTION

This workshop course (4 credit hours) focuses on small towns and rural communities. Students will apply concepts and skills from prior courses and work extensively in teams to compile, synthesize, and present information that will aid future planning, placemaking, and development efforts. There are no prerequisites and students will have ample opportunity to contribute in a variety of ways within the collaborative learning environment. We will work closely with University of Illinois Extension to engage communities, contribute in a meaningful way to “real world” efforts in central Illinois, and gain a deeper understanding of planning through practice.

### COURSE FORMAT

A tentative schedule is included in this syllabus. Although some class periods will consist of team work on specific tasks, all students are expected to attend every class session in order to receive new instructions, hear status reports from other work groups, or to have team meetings with the instructor. The latter provide an opportunity to review the work plan, member responsibilities, and overall progress towards assigned tasks. If you are not able to attend a class session, please notify the instructor via email in advance.

### REQUIREMENTS & EVALUATION

General participation in the discussions comprises 10% of the final grade and team members will be asked to evaluate (confidentially) one another at the end of the semester—this information received will also be used to determine each student’s final grade for the course. Students should plan to make at least one and as many as three visits to the community over the course of the semester. Several key tasks have been identified to structure the term project component of the course and each of these will entail a significant amount of work within teams. Many of these will involve submission of a memo to the instructor as a means of formalizing communication and documenting progress. The (tentative) due dates for these memos and other assignment are specified below and taken together, the memos will count for 20% of the final grade.

An individual synthesis essay will be assigned immediately after the spring vacation and will count for 15% of the final grade. A midterm presentation summarizing preliminary work and identifying obstacles as well as remaining tasks will count for 10% and a final presentation in the community will count for an additional 15% of the course grade. The remaining 30% of the course grade is based on the quality of the final report and deliverables produced by each working group. The final report should synthesize the historical, qualitative, and quantitative information collected over the course of the semester and provide recommendations and strategies for achieving the goals articulated by our local partners.

ASSIGNMENT	DUE DATE	CONTRIBUTION
General Participation	Ongoing	10%
Group Memos (5)	See Schedule	20%
Synthesis Essay	April 27 <sup>th</sup>	15%
Group Presentation (Midterm)	March 18 <sup>th</sup>	10%
Group Presentation (Community)	May 6 <sup>th</sup>	15%
Group Final Report & Materials	May 13 <sup>th</sup>	30%

*In fairness to all students, ten points will be deducted for late assignments, with an additional ten points deducted for each subsequent day. No exceptions can be made without a written medical excuse from our doctor and a proposed new deadline.*

The overall assessment of student performance in this course is derived from the components listed above, subject to the percentage weights listed in the preceding table. All of these components are scored on a 100 point scale, which should make it easy for each student to gauge their standing as the semester progresses—grades are not curved.

FINAL GRADE	TOTAL	FINAL GRADE	TOTAL
A+	98 to 100	C	74 to 77
A	94 to 97	C-	71 to 73
A-	91 to 93	D+	68 to 70
B+	88 to 90	D	64 to 67
B	84 to 87	D-	61 to 63
B-	81 to 83	F	0 to 60
C+	78 to 80		

Detailed instructions for completing each assignment will be provided. Submitted assignments will be graded and returned promptly with detailed feedback. The general grading rubric is as follows:

- An assignment at the A level demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written or presented. Outstanding work.
- An assignment at the B level presents above average analysis with appropriate evidence to support the ideas and is clearly written or presented. Very good work.
- An assignment at the C level shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- An assignment at the D level misunderstands or misrepresents the material, or is so poorly written or presented as to obscure the analysis. Inadequate work.

Your grade will reflect the quality of your work and fulfillment of the expectations outlined in this syllabus.

## READING MATERIAL

There is one required text for this class. Purchasing (or sharing) the book listed below is strongly recommended and will help students to get more out of the course by providing context and greater depth than could otherwise be achieved.

Daniels, T.L., Keller, J.W., Lapping, M.B., Daniels, K. & Segedy, J. (2007). *The small town planning handbook, 3rd edition*. Chicago, IL: American Planning Association. ISBN: 978-1932364330

All assigned readings not in the text above will be placed on the Compass web site as PDFs and the readings for each session will be placed in a separate folder, arranged in chronological order.

Compass: <https://compass2g.illinois.edu>

## COURSE POLICIES

**Disability Services:** This course will accommodate students with documented disabilities. Please refer to the Disability Resource Guide (<http://www.disability.illinois.edu/disability-resource-guide>) for more information and inform the instructor of any requests at the beginning of the semester.

**Academic Integrity:** The UIUC Student Code (<http://www.admin.illinois.edu/policy/code>) requires all students to support academic integrity and abide by its provisions, which prohibit cheating, fabrication, plagiarism, and facilitation of these and related infractions. According to Section § 1-401, “students have been given notice of this rule by virtue of its publication” and “regardless of whether a student has actually read this rule, a student is charged with knowledge of it.” The provisions of the Student Code are applicable to this course. *In written work, all ideas (as well as data or other information) that are not your own must be cited.*

**Diversity:** The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the *Student Code Article 1—Student Rights and Responsibilities* for further details (<http://admin.illinois.edu/policy/code>).

## SUMMARY SCHEDULE OF SESSIONS

SESSION	WEEK	DATE	DAY	TOPIC	TRAVEL?
1	1	Jan-21	W	What Is Rural & Why Does It Matter?	
2	2	Jan-26	M	<b>Term Project:</b> Historical Context & Relevant Initiatives (Memo)	
3	2	Jan-28	W	<b>Term Project:</b> Draft Scope, Goals, & Deliverables (Memo)	
4	3	Feb-2	M	<b>Term Project:</b> Discuss Draft Scope with Extension Liaison	Maybe
5	3	Feb-4	W	<b>Term Project:</b> Finalize Project Scope (Memo)	
6	4	Feb-9	M	Collaborative Planning Beyond the City Limits	
7	4	Feb-11	W	<b>Term Project:</b> Community Trends Analysis (Memo)	
8	5	Feb-16	M	Rural Policy & Institutions	
9	5	Feb-18	W	<b>Term Project:</b> Data Collection & Analysis Strategy (Memo)	
10	6	Feb-23	M	Sustainability, Livability, & Prosperity	
11	6	Feb-25	W	<b>Term Project:</b> Begin Collecting & Analyzing Data	
12	7	Mar-2	M	The Evolving Role of Agriculture	
13	7	Mar-4	W	<b>Term Project:</b> Work Session	
14	8	Mar-9	M	Rural Health Disparities & Active Living	
15	8	Mar-11	W	<b>Term Project:</b> Summarize Preliminary Findings	
16	9	Mar-16	M	Natural Resources & Green Infrastructure	
17	9	Mar-18	W	<b>Term Project:</b> Midterm Group Presentation (Peer Evaluation)	
*** SPRING VACATION ***					
18	10	Mar-30	M	Energy Production & Consumption	
19	10	Apr-1	W	<b>Term Project:</b> Work Session	
20	11	Apr-6	M/F	Project-Specific Discussion, Training, or Site Visit	Maybe
21	11	Apr-8	W	<b>Term Project:</b> Work Session	
22	12	Apr-13	M/F	Project-Specific Discussion, Training, or Site Visit	Maybe
23	12	Apr-15	W	<b>Term Project:</b> Work Session	
24	13	Apr-20	M	<b>Term Project:</b> Work Session	
25	13	Apr-22	W	*** NO CLASS (CONFERENCE) ***	
26	14	Apr-27	M	<b>Term Project:</b> Final Materials Preparation	
27	14	Apr-29	W	<b>Term Project:</b> Final Materials Preparation	
28	15	May-4	M	<b>Term Project:</b> Finalize Presentation	
29	15	May-6	W	Present Findings & Recommendations	Yes
		May-13	W	*** FINAL MATERIALS DUE (PEER EVALUATION) ***	

## KEY TASKS

1. **Historical Context & Relevant Initiatives:** This task involves collecting information on the history and evolution of the community in which the selected project is situated. It also requires an inventory and assessment of relevant planning and policy initiatives that have been implemented or impact the substance of the selected project. For example, if the bicycle and pedestrian planning project is selected what has been done in the study community, neighboring communities, or regionally that can be used to inform our work? Are there local or regional models that can be used for inspiration or as a source of best practices? Are there constraints or challenges that we should keep in mind as we proceed?
2. **Project Scope:** This task requires each working group to discuss and agree on how the project is defined and bounded. What is it that we want to accomplish? What deliverables do we envision? What intermediate tasks are required to produce each of the deliverables under consideration? Are there specific technical skills or concepts that we will need to cover in class to support completion of these tasks? Are there threats or limitations to successful completion of the tasks identified that you can anticipate at this stage? How might they be mitigated? What are meaningful milestones and what does an overall work plan look like? How will progress be tracked? How often and when do we need to make a visit? What about public participation?
3. **Community Trends Analysis:** Students will analyze publicly available data sources, generate informative graphics and tables, then briefly summarize and interpret their findings for important domains perhaps including (but not limited to) the following:
  - Demographic characteristics
  - Economic activity
  - Environmental resources
  - Infrastructure and community facilities

Maps will be generated as needed to supplement the trends analysis.

4. **Data Collection & Analysis Strategy:** Using the final Project Scoping Document as a guide, students within each working group will specific data are needed to support each of the deliverables and tasks identified, inventory publicly available data, identify organizations and individuals to approach, and determine who the division of labor with respect to data analysis be handled in the group. This task also considers and explicitly articulates specific tasks or analyses that will be performed and how each of these contributes to the goals and objectives outlined in the Project Scoping Document.
5. **Midterm Group Presentation:** Students will summarize and present preliminary findings, outline remaining tasks, revisit the memos produced in Task 2 and Task 4 (as needed), and identify any obstacles or outstanding project needs.
6. **Community Presentation:** Students will refine and synthesize their findings across each of the preceding tasks outlined above and identify specific recommendations and strategies for achieving the goals outlined in the scoping phase.
7. **Final Report & Materials:** Each working group will submit a final report that draws upon each of the preceding tasks will be submitted to instructor. The deliverables outlined in the Project Scoping Document will be submitted to the U of I Extension contact.

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**SESSION TOPICS AND READINGS****Week 1: Defining Rural (1/21)**

Brown, D., & Schafft, K.A. (2011). Rurality in metropolitan society. In *Rural People and Communities in the 21<sup>st</sup> Century: Resilience and Transformation*. Malden, MA: Polity Press. (pp. 3-15)

**Week 2: Context & Scope (1/26 & 1/28)**

Daniels, T.L., Keller, J.W., Lapping, M.B., Daniels, K. & Segedy, J. (2007). "Community profile, geography, and history." In *The small town planning handbook, 3rd edition*. Chicago, IL: American Planning Association. (pp. 67-72)

Lapping, M. B., Daniels, T., & Keller, J. W. (1989). The planner and the rural community. In *Rural planning and development in the United States*. New York, NY: Guilford Press (pp. 45-71)

**Week 3: Finalizing Project Scope (2/2 & 2/4)**

Project specific readings to be identified by students and instructor.

**Week 4: Collaborative Planning & Trends Analysis (2/9 & 2/11)**

Daniels, T.L., Keller, J.W., Lapping, M.B., Daniels, K. & Segedy, J. (2007). Planning in small towns: An overview and Determining community goals and objectives. In *The small town planning handbook, 3rd edition*. Chicago, IL: American Planning Association. (pp. xxv-xxx, 31-56)

Jacobs, H.M. (1999). Fighting over land: America's legacy... America's future? *Journal of the American Planning Association* 65 (2), 141-149.

**Week 5: Rural Policy & Trends Analysis (2/16 & 2/18)**

Browne, W.P. (2001). Rural policy as farm policy. In *The failure of national rural policy: Institutions and interests*. Washington DC: Georgetown University Press.

Skim the following:

Lapping, M. B., Daniels, T., & Keller, J. W. (1989). A history of federal rural planning and development programs. In *Rural planning and development in the United States*. New York, NY: Guilford Press (pp. 22-44)

**Week 6: Sustainable, Livable, & Prosperous (2/23 & 2/25)**

Isserman, A.M., Feser, E., & Warren, D.E. (2009). Why some rural places prosper and others do not. *International Regional Science Review* 32 (3), 300-342.

Skim the following:

Daniels, T.L., Keller, J.W., Lapping, M.B., Daniels, K. & Segedy, J. (2007). Population characteristics and projections, Economic data for the small community, The natural environment and cultural resources, Housing, and Community resources and public facilities. In *The small town planning handbook, 3rd edition*. Chicago, IL: American Planning Association. (pp. 73-146)

### **Week 7: Agriculture & Food (3/2 & 3/4)**

Pothukuchi, K., & Kaufman, J. L. (2000). The food system: A stranger to the planning field. *Journal of the American Planning Association*, 66 (2), 113-124.

Freedgood, J., Pierce-Quiñonez, M., & Meter, K. A. (2011). Emerging assessment tools to inform food system planning. *Journal of Agriculture, Food Systems, and Community Development*, 2 (1), 83-104.

Skim the following:

Illinois Department of Commerce and Economic Opportunity. (2012). *Building successful food hubs: a business planning guide for aggregating and processing local food in Illinois*. Retrieved from <http://www.familyfarmed.org/wp-content/uploads/2012/01/IllinoisFoodHubGuide-final.pdf>

Vitiello, D., & Brinkley, C. (2013). The hidden history of food system planning. *Journal of Planning History*, 13 (2), 91-112.

### **Week 8: Health & Active Living (3/9 & 3/11)**

Aytur, S. A., Satinsky, S. B., Evenson, K. R., & Rodriguez, D. A. (2011). Pedestrian and bicycle planning in rural communities: tools for active living. *Family & Community Health*, 34 (2), 173-181.

Skim the following:

Sangamon County. (2013). Rural Sangamon County bicycle and pedestrian plan. Retrieved from [http://co.sangamon.il.us/Departments/RegionalPlanning/Transportation\\_Planning.asp](http://co.sangamon.il.us/Departments/RegionalPlanning/Transportation_Planning.asp)

Wisconsin Department of Transportation. (2006). *Wisconsin rural bicycle planning guide*. Retrieved from <http://www.dot.wisconsin.gov/projects/state/docs/bicycle-rural-guide.pdf>

### **Week 9: Green Infrastructure (3/16 & 3/18)**

Benedict, M. A., & McMahon, E. T. (2002). *Green infrastructure: smart conservation for the 21st century*. Washington, DC: Sprawl Watch Clearing Monograph Series

Skim the following:

Dreher, D., & Moore, D. (2012). *McHenry County green infrastructure plan*. Woodstock, IL: McHenry County Government. Retrieved from <https://www.co.mchenry.il.us/home/showdocument?id=7773>

Winters, P., Piasecki, C., & Pirani, R. (2012). 9 ways to make green infrastructure work in cities & towns. New York, NY: Regional Plan Association. Retrieved from <http://www.rpa.org/library/pdf/RPA-9-Ways-to-Make-Green-Infrastructure-Work.pdf>

### **Week 10: Energy & Rural Communities (3/30 & 4/1)**

Muratori, M. (2013). Rural energy use and the challenges for energy conservation and efficiency. Policy Brief #17. National Agricultural and Rural Development Policy Center. Retrieved from [http://www.nardep.info/uploads/Brief17\\_RuralEnergyConservation.pdf](http://www.nardep.info/uploads/Brief17_RuralEnergyConservation.pdf)

Christopherson, S., & Rightor, N. (2014). Confronting an uncertain future: how U.S. communities are responding to shale gas and oil development. In *Our energy future: socioeconomic implications and policy options for rural America*. New York, NY: Routledge. (pp. 40-60)