

# Rural Planning and Economic Development

## Fall 2026 Syllabus

PLAC 5500-001 | LPPP 5559-001 | 3 credits

Instructor:

Tyler Hinkle, AICP

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Wednesdays, 3:30–6:00 p.m. | August 26–December 9, 2026 | Location: Campbell Hall 220C.

Office: No UVa Office, available by appointment

Office Hours: 6:00 to 6:30 p.m. following class at the A-School in the Naug, or by appointment [jth4qt@virginia.edu](mailto:jth4qt@virginia.edu)

## Course description

**“One building standing alone in the countryside is experienced as a work of architecture, but bring a half dozen buildings together and an art other than architecture is made possible.” — Gordon Cullen**

The concept of being rural is being rediscovered. Commonly an idea conceived as being the antithesis of urban, rural character has a symbiotic relationship to urban spaces as shown through history and prehistory. Communities in and near Appalachia serve as our case studies in this course as we better understand the origins of the townscape, the history of the people, and their vision for the future in order to plan for land use, policy, conservation, financing, and regional connections.

Due to rapid changes in technology and shifts in transportation infrastructure, many rural communities have been completely remade or left behind, with far few in between. These communities are forced to rethink their place in the world and the wider community through regional partnerships, conservation efforts, marketing, and strategic investments. Many communities struggle to adequately fund all public services and even more have little to no time to plan for their futures. This course approaches rural planning in the context of global histories and local realities in order to prepare students to think in new and creative ways.

The 2026 Virginia partner communities are the Town of Bluefield and communities in Dickenson County.

## The six chapters of the course

- What does it mean to be rural?
- Small Town Feel: Comprehensive Plans, The People, & Their Connections.
- The Townscape: An Ancestral Solution To Sustainable Living.
- Rural By Design: Recreation/Conservation, The Countryside, & The Threat.
- The Cost: How We Financially Plan To Remain Rural.
- How does the past inspire the future?

## Learning outcomes

- Analyze the urban form of a place and understand how to improve it.
- Sketch and map urban settings and general strategies.
- Conduct analysis and identify methods for improving or protecting resources.
- Compile a community planning document tailored to a community's needs.
- Present to elected and appointed officials and other community representatives.
- Use tools and methods to plan and manage rural spaces and urban places.
- Process conflicting information and find a responsible resolution.
- Work with a team to meet deliverables.

## Course materials

Each class will combine a focused lecture, a case or demonstration, and project studio. Screens are used only during intentional project work.

There is no required purchased textbook. All reading materials will be made available digitally through Canvas. Complete the free [Strong Towns 101 online course](#) in place of the Strong Towns book. Free registration is required.

Required supplies for workshops:

- Trace paper (Estimated cost \$12)
- Color markers (Estimated cost \$10)
- Engineering Scale (Estimated cost \$6)

Instructor provided materials digitally:

Cullen, Gordon. 1976. The Concise Townscape. Van Nostrand Reinhold Co.

Selected chapters from: Arendt, Randall, and American Planning Association. n.d. Rural by Design : Planning for Town and Country. Second edition. Chicago: APA American Planning Association Planners Press.

Selected chapters from: ISU Talks (conference) Braunschweig, Germany), November 18, 2015 :, and Institute for Sustainable Urbanism. 2016. Ruralism : The Future of Villages and Small Towns in an Urbanizing World. Edited by Vanessa Miriam Carlow. Berlin: Jovis.

Selected chapters from: Oldenburg, Ray. 1997. The Great Good Place : Cafes, Coffee Shops, Bookstores, Bars, Hair Salons, and Other Hangouts at the Heart of a Community. New York: Marlowe & Co.

Selected chapters from: Schröder Jörg Maurizio Carta Maddalena Ferretti Barbaro Lino and Jovis Verlag. 2017. Territories Rural-Urban Strategies. Berlin: Jovis.

Selected chapters from: Watson, Donald, Alan J. Plattus, and Robert G. Shibley, eds. 2003. Time-Saver Standards for Urban Design. New York: McGraw-Hill.

Other reading material resources as listed in the syllabus.

## Team community planning document: progress assignments

| Milestone                                                             | Due               | Required outcome                                                                                                  |
|-----------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------|
| Project ranking and initial role statement                            | Aug. 26 / Sept. 2 | Ranked choices, skills to build, and client questions.                                                            |
| Team agreement + partner work plan                                    | Sept. 9           | Roles, data/public-sharing rules, committed scope, and acceptance criteria.                                       |
| Work Plan (20% of total project)                                      | Sept. 23          | Existing-document synthesis, SWOT, methodology/work plan, visual system, and place-reading evidence.              |
| Working Introduction and Document Architecture (40% of total project) | Oct. 7            | Working introduction, document architecture, diagnosis, assembled evidence, and identified skills/assets.         |
| First Substantive Draft (60% of total project)                        | Oct. 21           | Text-first substantive draft, alternatives, preferred direction, feasibility/economic screen, and draft graphics. |
| Staff Review Draft (80% of total project)                             | Nov. 11           | Staff-review draft with placed graphics, implementation path, and revision log.                                   |
| Final Product (100% of total project)                                 | Dec. 9            | Client-ready product, presentation, supporting files, limitations, and next steps.                                |
| Lived Experience Journal Part 2 and Individual Final Paper            | Dec. 17           | Final individual closeout due by 5:00 p.m.                                                                        |

## Assessment and grading

Grades for the course will be based on the following straightforward structure. Knowledge is measured through attendance, discussion posts, journal entries, and the final paper; applied practice is measured through the team community planning document and presentation. Applying knowledge carries 55% of the final grade because the course asks students to use learning in real community work.

| Category                               | Weight |
|----------------------------------------|--------|
| Seminar Briefs and In-Class Discussion | 12%    |
| Class attendance and participation     | 10%    |
| Lived Experience Journal and Paper     | 11%    |
| Individual Assignments                 | 12%    |
| Team Community Planning Document       | 55%    |
| Total                                  | 100%   |

Personal Sketchbook (optional bonus): Students may submit a personal sketchbook with hand-drawn observations, diagrams, or ideas related to the course material. Exceptional submissions may earn up to two bonus points.

## Graded item descriptions

### Seminar Briefs and In-Class Discussion — 12%

Students prepare six short seminar briefs, normally 100–300 words, and bring each brief to class. The brief develops a claim in response to the assigned question, connects it to course material, lived experience, or a real planning case, and identifies a question, tension, or implication worth discussing. Briefs can also become source material for the Lived Experience Journal.

Each seminar brief is worth two points: one point for depth and preparation and one point for substantive in-class contribution. Depth and preparation means the brief makes a real claim, uses concrete evidence or lived experience, and identifies a meaningful implication or question. In-class contribution means the student clearly explains the brief in less than three minutes and shows an ability to extend or revise their thinking. Students are not graded for charisma, polished speaking, or agreement with the instructor.

A student may use disclosed AI assistance for outlining or editing a brief, but the student must identify that use on the brief and be able to explain and defend the underlying argument live in class. AI may not be used to substitute for the student's own reflection, evidence, or discussion contribution. Canvas identifies the specific questions and due dates.

#### Submission Dates:

Week 2 – "What do you define as being rural, urban, or Appalachia? Where do these terms come from, how do they interface/compare, and what future do you see for these spaces and their places?"

Week 4 (September 16) – "When and how have you participated in democracy? Do you feel there are enough opportunities for people to participate or not enough? How do third places and community engagement shape who participates and whose voices are heard?"

Week 6 (September 30) – "What was sustainable about the original urban form? Why might it not be sustainable? Why did we shift away from these settlement patterns?"

Week 8 (October 14) – "What relationship exists between urban places and rural spaces? Do you believe the rural is the territory of the urban? How does this influence the way rural lands should be used and urban places managed?"

Week 10 (October 28) – "What is something your hometown community could benefit from being financed right now? What priority has your hometown community placed in funding? Repeat these questions for the community you are working on for the semester."

Week 14 (December 2) – "What do you define as being rural, urban, or Appalachia? What future do you see for these spaces and their places? Reflect on your first post and how your opinion has, or has not, changed since then. Why?"

### **Lived Experience Journal and Paper— 11%**

Students maintain a reflective journal documenting experiences and insights throughout the semester. The journal draws from briefs, private reflections, observations, and visuals encountered during the course. It is submitted in two parts: Part 1 is due Week 7 (October 7) and Part 2 is due December 17. Each part is worth 3%.

Students prepare a final paper that culminates what they have learned and experienced in the course. The paper is the student's thesis on the future of rural spaces and the urban places found in them. Students apply that thesis to a case-study community, preferably one to which they have an attachment, so the paper is theoretical yet grounded in reality. Students should share bold ideas, including ideas that contradict the course. Due December 17 by 5:00 p.m. The paper is worth 5%.

### **Individual Assignments — 12%**

Students will complete four individual applied assignments, each worth 3% of the final grade. These assignments develop practical planning, design, mapping, and communication skills that support the team community planning document.

Each assignment will be introduced through an in-class demonstration. The instructor will provide relevant model files, data, examples, tools, and work time. Students may discuss methods and work alongside classmates, but each student must submit original work with their own analysis, graphics, writing, and conclusions.

The four assignments are:

1. **Serial Vision**

A visual and written analysis of how a place is experienced in sequence.

2. **Conservation Analysis**

A spatial analysis of natural systems, working lands, recreation, conservation opportunities, or hazards, followed by planning recommendations to zoning and subdivision code.

3. **Value Per Acre Analysis**

A visual, spatial, and financial analysis using the provided parcel, zoning, tax-value, and 3D model resources to compare land-use productivity and identify planning implications in the current zoning and subdivision code.

4. **Individual Assignment 4**

Depending on your interest, you can select from a series of different analyses to conduct to provide further insight on your partner community.

Detailed instructions, examples, data, and grading rubrics will be provided separately for each assignment.

## Team Community Planning Document — 55%

| Assignment                                                            | Weight | Due      |
|-----------------------------------------------------------------------|--------|----------|
| Work Plan (20% of total project)                                      | 5%     | Sept. 23 |
| Working Introduction and Document Architecture (40% of total project) | 10%    | Oct. 7   |
| First Substantive Draft (60% of total project)                        | 10%    | Oct. 21  |
| Staff Review Draft (80% of total project)                             | 10%    | Nov. 11  |
| Final Product (100% of total project)                                 | 15%    | Dec. 9   |
| Final Presentation                                                    | 5%     | Dec. 9   |

Each team assignment is tailored to the client scope. The Work Plan establishes roles, decision-making rules, conflict management, data/public-sharing limits, methodology, and the team's commitment. The remaining assignments progressively assemble the applicable plan, analysis, map/data set, code or policy draft, design concept, engagement product, and implementation package. The Final Product must be accurate, clear, coherent, professionally usable, and honest about limits.

Submission: One member of each team submits the team's Work Plan, Working Introduction and Document Architecture, First Substantive Draft, Staff Review Draft, and Final Product to Canvas by the listed deadline. Every student remains responsible for the work, sources, disclosed AI assistance, and any individual contribution record required for that submission.

## Assessment rubrics

Assessment rubrics are tailored to each assignment and include detailed scoring information from excellent (all points awarded) to poor (no points awarded). Each assignment has a specified number of points associated with it. In general, students earn all points when they meet the criteria set forth in the assignment. No student is poorly graded based on handwriting, drawing ability, or prior technical skill. Detailed rubrics are provided with each assignment, and the instructor is available to answer questions about assignments or rubrics.

## Grade scale

| Grade | Minimum percentage |
|-------|--------------------|
| A+    | 100                |
| A     | 95                 |
| A-    | 90                 |
| B+    | 87                 |
| B     | 83                 |
| B-    | 80                 |
| C+    | 77                 |
| C     | 73                 |
| C-    | 70                 |
| D+    | 67                 |
| D     | 63                 |
| D-    | 60                 |
| F     | 0                  |

### Grade Descriptions for Graduate and PhD Students

'A' Excellent work:

Work reflects outstanding achievement in both content and execution. Work must far surpass the given requirements.

'B' Good work:

Work reflects high achievement in both content and execution and must excel beyond the given requirements.

'C' Inadequate work:

Work does not fulfill the given requirements.

'D' Poor work:

Work is less than satisfactory and does not fulfill requirements.

'F' Failing Work:

Work fulfills few, if any, of the requirements.

'IN' Incomplete work:

Grade is only available due to health reasons or other emergency situations.

(See SARC Extension/Incomplete Policy below)

#### Grade Descriptions for Undergraduate Students

'A' Excellent work:

Work reflects outstanding achievement in both content and execution. Work must far surpass the given requirements.

'B' Good work:

Work reflects high achievement in both content and execution and must excel beyond the given requirements.

'C' Adequate work:

Work fulfills the given requirements.

'D' Poor work:

Work is less than satisfactory and does not fulfill requirements.

'F' Failing Work:

Work fulfills few, if any, of the requirements.

'IN' Incomplete work:

Grade is only available due to health reasons or other emergency situations.

(See SARC Extension/Incomplete Policy below)

Alternatives, public life, feasibility, incentives, engagement, and validation.

## Assignment Deadline Calendar

Submission timing: Individual assignments and seminar briefs are due at the start of class. One team member uploads each team percentage review and the Final Product to Canvas by 12:00 p.m. on its due date. Every student remains responsible for the work, sources, disclosed AI assistance, and any required individual contribution record.

August 26: Initial Project Ranking Due at the End of Class.

September 2: Seminar Brief 1 and Revised Project Ranking and Role Statement Due at the Start of Class.

September 16: Team Agreement and Partner Work Plan Due at the Start of Class.

September 16: Seminar Brief 2 Due at the Start of Class.

September 23: Work Plan, 20% of Total Project, Due to Canvas by 12:00 p.m.

September 30: Individual Assignment 1, Serial Vision, and Seminar Brief 3 Due at the Start of Class.

October 7: Working Introduction and Document Architecture, 40% of Total Project, Due to Canvas by 12:00 p.m.; Lived Experience Journal Part 1 Due at the Start of Class.

October 14: Individual Assignment 2, Conservation Analysis, and Seminar Brief 4 Due at the Start of Class.

October 21: First Substantive Draft, 60% of Total Project, Due to Canvas by 12:00 p.m.

October 28: Seminar Brief 5 Due at the Start of Class.

November 4: Individual Assignment 3, Value Per Acre Analysis and 3D Rendering, Due at the Start of Class.

November 11: Staff Review Draft, 80% of Total Project, Due to Canvas by 12:00 p.m.

November 18: Individual Assignment 4 Due at the Start of Class.

December 2: Seminar Brief 6 Due at the Start of Class.

December 9: Final Product, 100% of Total Project, and Final Presentation Due. One team member uploads the Final Product to Canvas by 12:00 p.m.

December 17 by 5:00 p.m.: Lived Experience Journal Part 2, Individual Final Paper, and Optional Personal Sketchbook Due.

## Course Schedule

August 26—**What does it mean to be rural?** The profound interdependence between rural and urban spaces, Review of Syllabus, & community projects.

### Lecture I

This introductory lecture explores the evolving definition of "rural" and the intricate, often underappreciated, interdependence between rural and urban spaces. Using the syllabus as a guide, this session will also provide an overview of course expectations and key themes. Students will also be introduced to community project options, beginning team formation and project selection.

### Readings:

1. McCaskey, Katie. "Micropolitan Manifesto." 2012. (Canvas).
2. Shenandoah County Citizens Advisory Committee. "Statement Of Intent." 2008. (Canvas).
3. *Mapping Appalachia: A Digital Collection*. Virginia Tech. <https://mapappalachia.geography.vt.edu/>.
4. Elmlund, Peter. "The New Ruralism." YouTube video, 2016. <https://www.youtube.com/watch?v=Qtnisr6TV4o>.

### Additional Readings If Interested:

5. Schröder, Jörg. "Towards an Architecture of Territories." *Territories: Rural-Urban Strategies*, 14–35. (Canvas).
6. Kvorning, Jens. "Ruralism and Periphery: The Concept of Ruralism and Discourses on Ruralism in Denmark." In *Ruralism: The Future of Villages and Small Towns in an Urbanizing World*. (Canvas).

September 2—**On the origins of Ruralism: From Antiquity to Appalachia. (Virtual)**

### Lecture II (Virtual)

This lecture explores the evolution of ruralism, contrasting urban spaces as places to gather, like the agora, with rural areas as territories connected to urban centers. Students will decide on their projects and teams and meet community partners virtually.

### Readings:

1. Kostof, Spiro. "The City in History" and "What Is a City?" In *The City Shaped: Urban Patterns and Meanings Through History*, 9–41. London: Thames & Hudson, 1991. (Canvas).

2. Wycherley, R.E. *How the Greeks Built Cities*. Chapter 1: "Growth of the Greek City." Chapter 2: "Greek Town Planning." New York: W.W. Norton & Company, 1962. Pages 1–35. (Canvas).
3. Doug Allen Institute. "Agora, Acropolis, Grid." Lecture 05. Watch 10:00–25:45 (15 minutes, 45 seconds). [YouTube recording](#). [Course index](#).
4. Duany Plater-Zyberk & Co., eds. *The Lexicon of the New Urbanism*. 2014. Pages 1.1 - 5.1. (Canvas).

Additional Readings If Interested:

5. Weber, Max. *The City*. Edited and translated by Don Martindale and Gertrud Neuwirth. Chapter 1: "The Nature of the City." New York: The Free Press, 1958. (Canvas).
6. Doug Allen Institute. "Constitution and Representation." Lecture 01. Assigned viewing: 0:00–22:33. [YouTube recording](#).

**Graded Class Discussion:** "What do you define as being rural, urban, or Appalachia? Where do these terms come from, how do they interface/compare, and what future do you see for these spaces and their places?"

September 9— **Small Town Feel: The Comprehensive Plan & Third Spaces**

Lecture III

This lecture will cover the purpose of comprehensive plans in striking a balance between different community desires and land uses. We will also discuss the importance of community spaces, or third places, and how comprehensive planning can serve as a way to make apparent the thoughts and ideas of those who occupy these places and make up a local community. We will also draft our community and team agreements.

Readings:

1. Carta, Maurizio. "Planning for the Rur-Urban Anthropocene." In *Territories: Rural-Urban Strategies*, 36–53. Edited by Jörg Schröder. Berlin: Jovis Verlag, 2012. (Canvas).
2. Hopkins, Lewis D. "How Plans Work." In *Time-Saver Standards for Urban Design*, edited by Donald Watson, Alan Plattus, and Robert Shibley. New York: McGraw-Hill, 2003. (Canvas).
3. PlanningWebcastSeries. "Best Practices and Lessons Learned for Sustainable Comprehensive Planning." 2015. Watch 8:19–25:06: "Comprehensive Plan Standards for Sustaining Places" and "Comprehensive Plan Standards Framework." [YouTube recording](#).

4. Shenandoah County. Shenandoah 2045: A Future Together. Woodstock, VA: Shenandoah County, September 10, 2024. [Shenandoah 2045 plan website](#).
5. Morse, Suzanne. "Communities Revisited: The Best Ideas of the Last Hundred Years." *National Civic Review*, vol. 100, no. 1, Spring 2011, pp. 8–13. John Wiley & Sons, Inc. (Canvas).
6. Oldenburg, Ray. *The Great Good Place: Cafes, Coffee Shops, Bookstores, Bars, Hair Salons, and Other Hangouts at the Heart of a Community*. New York: Marlowe & Company, 1989. Introduction; Chapter 1, "The Problem of Place in America," Pages 3–19; Chapter 2, "The Character of Third Places," Pages 20–42. (Canvas).

#### Additional Readings If Interested:

7. Sampson, Robert J. "What Community Supplies." In *Urban Problems and Community Development*, edited by Ronald F. Ferguson and William T. Dickens, 241–292. Washington, D.C.: Brookings Institution Press, 1999. (Canvas).

### September 16 — **Small Town Feel: Awakening The Power Of Communities**

#### Lecture IV

This lecture focuses on the power of communities to shape their own future. We'll explore how local engagement and collaboration can strengthen neighborhoods and improve the overall quality of life. Students will examine the decline in social capital and the role of planners in creating opportunities for people to participate in their communities. Through the readings, we'll discuss how communities can work together to solve problems and make decisions that benefit everyone.

#### Readings:

1. McKnight, John, and Peter Block. "Introduction" and "The Limits of Consumption." In *The Abundant Community: Awakening the Power of Families and Neighborhoods*, 1–25. San Francisco: Berrett-Koehler Publishers, 2010. (Canvas).
2. Fishkin, James S. "Part II: Can the People Rule?" In *Democracy When the People Are Thinking: Revitalizing Our Politics Through Public Deliberation*, 13–31. New York: Oxford University Press, 2018. (Canvas).
3. Talen, Emily. "Introduction." In *Neighborhood*, 1–7. New York: Oxford University Press, 2018. (Canvas).
4. Putnam, Robert D. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6, no. 1 (January 1995): 65–78. <https://www.tesd.net/cms/lib/pa01001259/centricity/domain/1114/bowlingalone.pdf>.
5. Arnstein, Sherry R. 1969. *A Ladder of Citizen Participation*. *Journal of the American Institute of Planners* 35 (4): 216–224. (Canvas).

6. The Citizen's Handbook: <https://www.citizenshandbook.org/toc.html>

Additional Readings If Interested:

7. Morse, Suzanne W. *Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future*. 2nd ed., Chapter 3, "Working Together," pp. 56-78. San Francisco: Jossey-Bass, 2014. (Canvas).
8. Urban Land Institute. *Involving the Community in Neighborhood Planning*. Washington, D.C.: Urban Land Institute, 2005. (Canvas).

Graded Class Discussion: "When and how have you participated in democracy? Do you feel there are enough opportunities for people to participate or not enough? How do third places and community engagement shape who participates and whose voices are heard?"

September 23— Townscape: Urban form, street networks, and the art of the townscape.; Workshop: GIS, 3-D Modeling, Section Cuts, Sketching, AI, Public Engagement, Graphic Design, Statistical Analysis, & Community Projects.

Lecture V

"One building standing alone in the countryside is experienced as a work of architecture, but bring a half dozen buildings together and an art other than architecture is made possible." - Gordon Cullen. We will explore the concept of townscape, focusing on how urban form, street networks, and the arrangement of buildings create a distinct sense of place. Discussions will center on the artistic principles of city building, the role of the grid in urban design, and how these elements come together to shape the experience of a town. Students will also finalize their team agreements and prepare for upcoming project work.

Workshop I

Guest lecturer or instructor will introduce sketching and mapping methods students may use for Individual Assignment 4. This includes analyzing the existing urban network and that of an ancestral community, identifying the core of the community, and determining options for the layout of a new street grid or interconnected street system. Class time will be spent in sketching and mapping

Readings:

1. Cullen, Gordon. 2012. *The Concise Townscape*. Hoboken: Taylor and Francis.

2. Sitte, Camillo. "City Building According to Artistic Principles." In *Time-Saver Standards for Urban Design*, edited by Donald Watson, Alan Plattus, and Robert Shibley. New York: McGraw-Hill, 2003. (Canvas).
3. Landscape Institute. Townscape Character Assessment: Technical Information Note 05/2017. London: Landscape Institute, 2017. Pages 1–10. (Canvas.) Condon, Patrick M. 2010. *Seven Rules for Sustainable Communities : Design Strategies for the Post-Carbon World*. Washington, DC: Island Press. "Chapter 1: Introduction." Pages 1 - 15 "Chapter 3: Design An Interconnected Street System." Pages 39-66. (Canvas).
4. Stålberg, Oskar. Townscaper. Interactive software. Published by Oskar Stålberg, 2020. <https://oskarstalberg.com/Townscaper/>.

Additional Readings If Interested:

5. Doug Allen Institute. "Origins of the City - Orient and Occident." Lecture 02. Watch 0:35-20:40 (20 minutes, 5 seconds). [YouTube recording](#). [Course index](#).

Work Plan, 20% of Total Project, Due to Canvas by 12:00 p.m.

September 30— **Townscape: The ancient sustainable form, Villages and Hamlets, and the New Ruralism.**

## Lecture VI

This lecture continues the discussion of townscapes by exploring how traditional places, such as villages and hamlets, have been rediscovered through the lens of New Ruralism. We will examine the sustainable qualities of these early urban forms and how they've influenced contemporary placemaking. Students will explore the design characteristics of these places, focusing on their human-scale layout and community-oriented features. The lecture will also address why these placemaking patterns were abandoned and the potential for revitalizing them today.

Readings:

1. Hill, John W. "Design Characteristics of Maryland's Traditional Settlements." In *Time-Saver Standards for Urban Design*. (Canvas).
2. Steinfuhrer, Annett. "Living in a Small Town: An Urban and a Rural Experience at Once." Pages 40–55. In *Ruralism: The Future of Villages and Small Towns in an Urbanizing World*, edited by Galland Daniel and Merete Bendixen. Springer, 2016. (Canvas).
3. Arendt, Randall. *Rural by Design: Maintaining Small Town Character*. Chicago: American Planning Association, 1994. Chapter 1, "Common Qualities of Traditional Towns," Pages 1–7; Chapter 2, "Changes in the Pattern," Pages 8–24; Chapter 4, "The Aesthetics of Form in Town Planning: Learning from the Past," Pages 48–63; Chapter 7, "Evolution Rural Planning and Economic Development | Fall 2026 | Tyler Hinkle, AICP"

from Village to Town in a Typical Inland Site," Pages 91–102; Chapter 8, "Commercial Infill Development Along a Major Street," Pages 103–110. (Canvas).

#### Additional Readings If Interested:

4. Urban Villages Forum, Tony Aldous, David Lunts, and Nicola Greenleaf. 1992. *Urban Villages : A Concept for Creating Mixed-Use Urban Developments on a Sustainable Scale*. Second edition. [London?]: Urban Villages Forum. Pages 16 - 43. (Canvas).

#### Workshop II

This week's lecture is replaced with a workshop to spend time on better understanding and using a variety of software so students will have better familiarity with tools such as GIS, 3-D Modeling, Section Cuts, Sketching, AI, Public Engagement, Graphic Design, Statistical Analysis, and other tools useful in applied practice and for their community. The skills from this workshop should set students up to be prepared to tackle all of their assignments in the course, with specific attention to the Serial Vision Analysis.

**Graded Class Discussion: "What was sustainable about the original urban form? Why might it not be sustainable? Why did we shift away from these settlement patterns?"**

#### October 7 —The Countryside: Territories & Green Infrastructure.

##### Lecture VII

This lecture shifts focus from the townscape to the broader landscape, examining the dynamic relationship between the two. We will explore how farming, extraction, and green infrastructure contribute to the landscape as an ecosystem. Students will gain a deeper understanding of how these elements interact within rural areas. The session also provides space for students to present their serial vision analyses, which will cover the realm of the townscape as the here to the landscape's there.

#### Readings:

1. Gausa Navarro, Manuel. "AC+: Agro-cities, Agri-cultures." In *Territories: Rural-Urban Strategies*, 54–67. Edited by Jörg Schröder. Berlin: Jovis Verlag, 2012. (Canvas).
2. Lino, Barbara. "A New Rur-Urban Utopia." In *Territories: Rural-Urban Strategies*, 110–117. Edited by Jörg Schröder. Berlin: Jovis Verlag, 2012. (Canvas).

3. Vannorsdall, Joan. "Welch, WVA: 'Coal Town, USA,' and Proud of It." *Blue Ridge Country*, October 25, 2021. (Canvas).
4. Firehock, Karen. "Evaluating and Conserving Green Infrastructure Across the Landscape: A Practitioner's Guide." Pages 9–16. Virginia: Green Infrastructure Center, 2012. (Canvas).

Additional Readings If Interested:

5. John F. Kennedy Presidential Library. "Remarks of Senator John F. Kennedy in Welch, West Virginia." Speech delivered on May 3, 1960. (Canvas).
6. Marengo, Mathilde. "Towards Productive Landscapes." In *Territories: Rural-Urban Strategies*, 150–155. Edited by Jörg Schröder. Berlin: Jovis Verlag, 2012. (Canvas).
7. Sommariva, Emanuele. "Food Cities, Productive Landscapes." In *Territories: Rural-Urban Strategies*, 156–161. Edited by Jörg Schröder. Berlin: Jovis Verlag, 2012. (Canvas).

Working Introduction and Document Architecture, 40% of Total Project, Due to Canvas by 12:00 p.m.

October 14—**The Countryside: Conservation, Recreation, & Rural By Design.**

Lecture VIII

This lecture continues the discussion on the countryside and landscape, focusing on how recreation, preservation, and tourism can help rural areas recover economically, while also considering potential side effects.

**Guest Speaker: TBD**

Readings:

1. Hellmund, Paul Cawood, and Daniel Somers Smith. "Introduction: Greenway Functions, Design, and History." In *Designing Greenways: Sustainable Landscapes for Nature and People*, 1–41. Washington, D.C.: Island Press, 2006. (Canvas).
2. American Farmland Trust. *Farms Under Threat: The State of the States Executive Summary*. Washington, D.C.: American Farmland Trust, 2020. (Canvas).
3. Active Living Research. "The Economic Benefits of Open Space, Recreation Facilities and Walkable Community Design." March 2010. (Canvas).

4. Harvey, Caroline. "The Mountain People and the Washington Post: Conflicting Narratives in the Relocation of Shenandoah Families." *Virginia Tech Undergraduate Historical Review* 9 (2019). (Canvas).
5. Arendt, Randall. *Rural by Design: Maintaining Small Town Character*. Chicago: American Planning Association, 1994. Chapter 3, "Future Prospects: Choosing among Alternative Patterns," Pages 25–47. (Canvas).

**Graded Class Discussion:** "What relationship exists between urban places and rural spaces? Do you believe the rural is the territory of the urban? How does this influence the way rural lands should be used and urban places managed?"

October 21— The Threat: Land Ownership, Isolation. & the American Growth Ponzi Scheme. Community projects.

## Lecture VII

This lecture focuses on the threat of suburbanization and why current development patterns are failing. Students will explore the *Strong Towns* concept, which critiques the financial and social issues caused by sprawling development. We'll discuss topics like land ownership, isolation, and the economic problems of suburban growth. Students will present their conservation plans, reflecting on them to start to consider how towns can improve by shifting away from these ineffective development patterns.

## Readings:

1. Strong Towns Academy. [Strong Towns 101](#). Complete this free online course in place of the Strong Towns book. Free registration is required.
2. Herriges, Daniel. "Value Per Acre Analysis: A How-To For Beginners." *Strong Towns*, October 19, 2018. (Canvas).

## Additional Readings If Interested:

3. Lukez, Paul. "The Development of Identity." In *Suburban Transformations*, 10–21. New York: Princeton Architectural Press, 2007. (Canvas).
4. U.S. Department of Health and Human Services. "New Surgeon General Advisory Raises Alarm About the Devastating Impact of the Epidemic of Loneliness and Isolation in the United States." May 3, 2023. (Canvas).
5. Neate, Rupert. "America's Trailer Parks: The Residents May Be Poor but the Owners Are Getting Rich." *The Guardian*, May 3, 2015. (Canvas).

October 28— **The Cost: The Government Provides Services.**

#### Lecture IX

This lecture focuses on the cost of government services and how they are funded, including through development and budgeting processes. We will explore the impact of public sector budgets, the preparation of capital improvement plans, and the importance of grants in financing services and infrastructure. Students will learn about the relationship between government services, development, and financial management, as well as the process of writing grants and creating effective budgets to support public needs.

#### Readings:

1. Arendt, Randall. "Development in Town Centers and Along Highways." In *Rural by Design: Maintaining Small Town Character*, 113–148. Chicago: American Planning Association, 1994. (Canvas).
2. Peek, Sean. n.d. *How to Write an Effective Grant Application*. U.S. Chamber of Commerce. (Canvas).
3. Menifield, Charles E. "The Context of Public Sector Budgets" and "Preparing a Capital Budget and a Capital Improvement Plan." In *The Basics of Public Budgeting and Financial Management: A Handbook for Academics and Practitioners*, 1–19, 85–97. Lanham, MD: University Press of America, 2013.   
<https://archive.org/details/basicsofpublicbu0000meni/mode/2up>.
4. The Hamilton Project. *Fourteen Economic Facts on Education and Economic Opportunity*. Washington, D.C.: The Brookings Institution, 2016. (Canvas).

#### Additional Readings If Interested:

5. Hustedde, Ronald J. *Community Economic Analysis: How to Manual*. Ames, IA: North Central Regional Center for Rural Development, Iowa State University, May 2005. (Canvas).
6. Hagler, Yoav, ed. *New Strategies for Regional Economic Development & America 2050 Research Seminar Discussion Papers and Summary*. Healdsburg, California: Lincoln Institute of Land Policy and Regional Plan Association, 2009. (Canvas).

First Substantive Draft, 60% of Total Project, Due to Canvas by 12:00 p.m.

November 4— **The Cost: The Government Looks To Economic Development To Finance Them.**

#### Lecture X

This lecture focuses on how governments turn to economic development to finance services and infrastructure, contrasting with the previous discussion on government-provided services. We will explore how development can impact local budgets and strategies that governments employ to attract business investments, outside of the previous discussions on tourism / natural asset leveraging. Through the readings, students will analyze capital impact reports and different methods used by economic developers at the macro scale, understanding the positives and negatives of attracting investment to a community from outside organizations.

#### Readings:

1. Peters, Alan, and Peter Fisher. "The Failures of Economic Development Incentives." *Journal of the American Planning Association*, vol. 70, no. 1, Winter 2004, pp. 27–37. (Canvas).
2. Porter, Michael E. "Location, Competition, and Economic Development: Local Clusters in a Global Economy." *Economic Development Quarterly*, vol. 14, no. 1, February 2000, pp. 15–34. Sage Publications. (Canvas).<sup>2</sup>
3. Koven, S. G., and T. S. Lyons, eds. 'Planning for Economic Development.' In *Economic Development: Strategies for State and Local Practice*, 55–73. Washington, DC: ICMA, 2010. (Canvas; digital course copy.)
4. In-Class Viewing: APA Virginia. "Your Hour With APA Virginia: Economic Development and Community Vitality Programs in Virginia." Recorded webinar. [YouTube recording](#). No advance viewing required.
5. Stoutland, Sara E. "Community Development Corporations: Mission, Strategy, and Accomplishments." In *Urban Problems and Community Development*, edited by Ronald F. Ferguson and William T. Dickens, 193–239. Washington, D.C.: Brookings Institution Press, 1999. (Canvas).
6. TischlerBise. *Capital Impacts Study: City of Fredericksburg, Virginia [Schools and Fire Capital Impacts]*. Fredericksburg, VA: TischlerBise, 2022. (Canvas).

#### Additional Readings If Interested:

7. Benjamin, Lehn, Julia Sass Rubin, and Sean Zielenbach. "Community Development Financial Institutions: Expanding Access to Capital in Under-Served Markets." In *The Community Development Reader*, edited by James DeFilippis and Susan Saegert, 2nd ed., Chapter 10. New York: Routledge, 2012. (Canvas).

November 11— **The Cost: The Community Finances The Rest.**

#### Lecture XII

This lecture focuses on how communities can face the burden of financing development and infrastructure, contrasting with the previous discussion on government-provided services and economic development efforts. We will explore the financial burden that communities face in maintaining infrastructure, such as wastewater systems, and how governments can use different tax and cost

structures to finance services. Through the readings, students will analyze studies on the cost of community services, understanding how development and growth are financed at the local level.

Readings:

1. Board, Glynis. "Wastewater Woes: For These Appalachian Towns, It's Always Infrastructure Week." *100 Days in Appalachia*, June 1, 2018. (Canvas).
2. American Farmland Trust. *Cost of Community Services Studies*. Washington, D.C.: American Farmland Trust, 2016. (Canvas).
3. Moskowitz, Peter. "Introduction" and "Conclusion: Toward An Un-Gentrified Future." *How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood*, Nation Books, 2017, pp. xi–30.

**Graded Class Discussion:** "What is something your hometown community could benefit from being financed right now? What priority has your hometown community placed in funding? Repeat these questions for the community you are working on for the semester."

Staff Review Draft, 80% of Total Project, Due to Canvas by 12:00 p.m.

November 18— Community Projects Studio: From Draft to Decision.

November 25—**No Class, Thanksgiving Break.**

December 2—**On the Future of Rural Places.**

Lecture XIII

In this final lecture, we'll look at the future of rural areas and how they are changing in an increasingly urban world. We'll explore what it means to be rural today and how small towns and villages can adapt while maintaining their unique character. Through case studies and readings, we'll discuss the challenges rural places face, like population decline and development pressure, and explore new ideas for their future.

Readings:

1. Oltmanns, Claudia. "Rurality in a Society of Cities." Pages 56–63. In *Ruralism: The Future of Villages and Small Towns in an Urbanizing World*, edited by Galland Daniel and Merete Bendixen. Cham: Springer, 2016. (Canvas).

2. Oltmanns, Claudia. "The Rural as an Autonomous Narrative within the Hierarchy of Global Urbanization: What Kind of Stories Can the Rural Tell within the City?" Pages 64–75. In *Ruralism: The Future of Villages and Small Towns in an Urbanizing World*, edited by Galland Daniel and Merete Bendixen. Cham: Springer, 2016. (Canvas).
3. Center for American Progress. "Redefining Rural America." *American Progress*, January 31, 2019. (Canvas).
4. Koolhaas, Rem. "Ignored Realm." In *Countryside, A Report*, 2–3. Cologne: Taschen, 2020. (Canvas).
5. Maak, Niklas. "Eurodrive: Repopulation Utopia." In *Countryside, A Report*, 20–61. Cologne: Taschen, 2020. (Canvas).
6. Fisher, Terri, and Kirsten Sparenborg. *Lost Communities of Virginia*. Blacksburg, VA: Community Design Assistance Center, Virginia Tech, 2011. Pages 12–17. (Canvas).
7. Chinn, Tyler. "The Changing Landscape of Loudoun County: A Longtime Resident's Look into the County from Past to Present." *Social Change Interviews*, March 26, 2024. (Canvas).

**Graded Class Discussion:** "What do you define as being rural, urban, or Appalachia? What future do you see for these spaces and their places? Reflect on your first post and how your opinion has, or has not, changed since then. Why?"

December 9 — **Team Community Planning Document Presentations (Document and Presentation Due)**

December 17 — **Lived Experience Journal Part 2 and Individual Final Paper Due**

## Client confidentiality and public sharing

Each team prepares an internal agreement and a partner work plan before substantive work begins. The partner work plan defines scope, source/data limits, review points, and public-sharing permissions. Students may include authorized work in portfolios, but no client-facing draft plan, code, map, or other product may be publicly shared until the relevant client staff authorize it.

## Attendance, participation, and absences

This is a studio course; students are expected to attend every scheduled meeting and arrive prepared to participate. Attendance, preparation, timely communication, participation in client-facing work, and reliability to the team are part of the Professional Practice category. Serious illness of the student or immediate family, religious observance, University

field trips and athletic contests, approved disability accommodations, and comparable serious circumstances are understandable reasons for a limited absence when the student can still meet the learning objectives.

Students anticipating an absence must notify the instructor as soon as possible and make approved arrangements for missed work in advance when feasible. For an unexpected absence, notify the instructor and team promptly. Students are responsible for making up work in a manner approved by the instructor; make-up work is not automatic for an unwarranted absence. Repeated or extensive absences may affect the Professional Practice grade and will be referred to Batten Academic Operations when appropriate.

For virtual meetings and sessions, students should join on time, keep their camera on when practicable, participate in breakout work, and respond when called upon. A camera or connectivity problem should be communicated promptly; it does not trigger an automatic grade penalty. Students with access, privacy, disability, or emergency circumstances should contact the instructor for an appropriate alternative.

Students seeking religious accommodations should notify the instructor early in the semester, or as soon as a conflict becomes known. The course will provide reasonable alternatives for participation, assignments, or required attendance when a religious observance conflicts with a course requirement.

## Assignment Deadlines And Extensions

All assignment deadlines listed in the syllabus or course handouts are final. In fairness to all students, three percent of the grade of the assignment will be deducted for late assignments, with an additional three percent deducted for each subsequent day. No exceptions can be made without a written medical excuse from a physician and a proposed new deadline.

Individual requests for extensions due to medical emergencies or family circumstances should be submitted in writing at the earliest possible time. If necessary, the student and instructor will work together to create a schedule specifying the completion date of any missed exams or delayed assignments. The final decision for any extension requests and post-review schedule to complete work for grading purposes will be made at the discretion of the instructor.

Individual requests for alternative assignments due to personal beliefs must be submitted at least four weeks prior to the deadline of the assignment so the instructor has time to assess the request and work with the student on an appropriate alternative assignment.

Incomplete Grades (IN)

A grade of “Incomplete” (IN) is to be given only in cases due to medical emergencies and extenuating family circumstances that necessitate additional time to complete course work at the end of the term. It is not to be used as a blanket extension. A request for an ‘IN’ is to be communicated to the instructor, Director of Advising, Tashana Starks, [tdp2m@virginia.edu](mailto:tdp2m@virginia.edu), and the Associate Dean of Academics, John Comazzi, [jcomazzi@virginia.edu](mailto:jcomazzi@virginia.edu), prior to the last day of classes. If approved, the request will be submitted to the School of Architecture Registrar, Sharon McDonald, [slf7a@virginia.edu](mailto:slf7a@virginia.edu), who will provide instructions and an “Incomplete Grade” form to be submitted approved by the Associate Dean of Academics (through DocuSign) prior to the last day of exams. Documentation supporting the medical excuse is to be provided by a doctor or healthcare provider with the “Incomplete Grade” form. Additionally, a work plan outlining the scope and extended deadline for completion of coursework is due to the Associate Dean of Academics and the Director of Academic Advising at the time of the form submittal. An approved grade of ‘IN’ will convert automatically to a grade of ‘F’ (30) calendar days after the end of the examination period unless the professor submits a final grade based on the work completed during the additional time or a work plan identifying a specific date for completion of course work.

## Student Safety

The University of Virginia is dedicated to providing a safe and equitable learning environment for all students.

If you or someone you know has been affected by power-based personal violence or discrimination, please connect with the Office for Equal Opportunity and Civil Rights website that describes reporting options and resources available and direct access to the Report and Incident tool.

As your professors and administrative staff, we care about your wellbeing and stand ready to provide support and resources as we can. As University employees, we are classified as “responsible employees,” which means that we are required by University policy and federal law to report what you tell us about any incident directly to the University’s EOCR and/or Title IX coordinators. The coordinators are committed to ensure that the reporting student receives the resources and support that they need, while also reviewing the information presented to determine whether further action is necessary to ensure survivor safety and the safety of the University community.

Counseling and Psychological Services (CAPS) is the primary mental health clinic for students at UVA. CAPS provides a range of services, including individual therapy, group therapy, psychiatry, case management, crisis intervention, community consultation and outreach. If you are interested in individual therapy at CAPS, please review our Getting Started page.

SARC Embedded CAPS Counselor: The A-School is fortunate to have Varinia Garcia Anderson, LPC (she/her) as our embedded CAPS psychotherapist. Varinia will conduct all appointments from her office in Campbell Hall, room 409.

You may schedule an initial 45-minute initial phone consultation with Varinia in one of two ways (Appointments will appear on Healthy Hoos as an Initial Brief Assessment Telehealth appointment):

- Via Healthy Hoos
- By calling CAPS at (434) 243-5150 and notifying the receptionist that you are enrolled in the School of Architecture

Contact Varinia at [vg2c@virginia.edu](mailto:vg2c@virginia.edu) with questions.

Outside of regular hours, students can contact CAPS at (434) 243-5150 for help connecting with mental health support and deciding which services are the right fit. Students can view the full landscape of mental health resources available at Student Health and Wellness at this [link](#).

## The Honor System and the School of Architecture

The School of Architecture firmly endorses, upholds, and embraces the University's Honor principle that students will not lie, cheat, or steal, nor shall they tolerate those who do. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments, and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)". The pledge must be signed by the student.

More information about the Honor System can be found at [Honor Committee](#). Your School of Architecture Honor representatives can be found at this [link](#).

## Classroom Civility Statement

Students are expected to contribute to a positive culture at UVA by conducting themselves in accordance with a high standard. In instances when a student's behavior impairs an Instructor's ability to conduct a class or otherwise interferes with other students' engagement in the learning process, the Instructor must reasonably attempt to resolve disruptions directly with the individual responsible. Examples of such behavior include, but are not limited to, repeatedly disrupting class or failing to properly engage in group activities. In rare cases, when the student's behavior does not improve in response to the Instructor's attempts, the dean's office may initiate a process to disenroll the student from the course with a grade of W.

## Recording of Class Sessions

Class sessions for this course may be recorded. Recordings will be available only to the instructor(s) and students enrolled in the class, including those who cannot attend live sessions. Recordings will be deleted when no longer necessary. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments. Students who are not comfortable

with participating in a recorded discussion session should contact the instructor to request an alternate assessment activity. Students in a class are prohibited from recording of any kind unless authorization is obtained from the instructor. If you are found to have violated this rule, it will be considered an infraction worthy of being reported to the Student Honor Committee as it violates the "community of trust" objective.

## Communication Policy

Students are expected to check their official UVA email and/or course websites (CANVAS, Teams, etc.) on a frequent and consistent basis to remain informed of timely communications by the instructor or fellow students. Students who fail to check their communications on a regular basis are responsible for any resulting consequences.

## AI, collaboration, and academic judgment

### Course-specific permission for generative AI

Generative AI is explicitly permitted in this course when it improves the work and is used honestly. It may help students brainstorm, organize, code, analyze, design, or revise. It may not be used to invent sources, fabricate evidence, replace field observation or client judgment, disclose confidential client information, or stand in for a student's own explanation of the method and choices. Material AI assistance must be disclosed in the individual contribution record: identify the tool, task, what the student verified or changed, and the final reasoning. Students are encouraged to use UVA-licensed tools when available because they provide a protected UVA environment.

Collaboration is permitted only within the assigned team, with the instructor, and with authorized client partners. Each student remains responsible for their own contribution record, sources, AI disclosure, and oral defense. No client draft, map, code, data, or other product may be publicly shared until the relevant client staff authorize it.

### Learning and assessment in an AI-enabled profession

This course is designed for a profession in which AI can produce text, graphics, code, and analysis quickly. The purpose of assessment is therefore not to reward the fastest production of an artifact. It is to assess how students frame a problem, choose and verify evidence, recognize uncertainty, explain a method, listen and respond to other people, and make a responsible recommendation.

Students will demonstrate this through seminar briefs and discussion, handwritten in-class assignments, short no-internet reasoning exercises, contribution records, peer critique, project presentations, and oral explanations of major choices. For any substantial work, students should be able to explain the purpose, inputs, steps, alternatives considered,

limitations, verification, and implications. AI-assisted work is evaluated for accuracy, evidence, disclosure, and judgment, it is not evaluated according to whether AI was used.

## Frank Batten School of Leadership and Public Policy Honor Statement

The Frank Batten School of Leadership and Public Policy embraces and upholds the University of Virginia's Honor Code principles that mandate that students will not lie, cheat, or steal, and we will not tolerate the actions of those who do. Acting in a manner consistent with the principles of Honor benefits every member of the Batten School community.

We expect every student to comply fully with all provisions of the UVA Honor System. By enrolling in this course, you agree to abide by and uphold the Honor Code System of the University of Virginia. The following applies to your Batten course work and requirements, and unless otherwise specified by your instructors: All graded assignments must be pledged. Students may not access any notes, study outlines, problem sets, old exams, answer keys, or collaborate with other students without explicit permission. When given permission to collaborate with others, students will not copy answers from another student. Students should always cite any resources or individuals they have consulted to complete an assignment. If in doubt, sources should be cited. If in doubt, please review the UVA Honor Committee page on Understanding Citations, Plagiarism, and Paraphrasing. Suspected violations will be forwarded to the Honor Committee, and, at the discretion of the instructor, students may receive "no credit" for the assignment in question, independent of the actions taken by the Honor Committee. Any questions about what is or is not permitted on an assignment should be clarified by students with their instructors prior to the completion of their work.

If you believe you may have committed an Honor Offense, you may wish to file a Conscientious Retraction ("CR"). For your retraction to be considered valid, it must, among other things, be filed with the Honor Committee before you are aware that the Act in question has come under suspicion by anyone. Please contact Batten Honor Representatives if you have questions regarding the Honor System or believe you may have committed an Honor Offense. More information can be found at the UVA Honor Committee website and the UVA Honor Committee page on Understanding Citations, Plagiarism, and Paraphrasing. Please direct any further questions regarding the Honor policy and this course to your professor.

## Generative Artificial Intelligence

Intellectual honesty is vital to any academic community to safeguard student learning and the fair evaluation of student work. Unless explicitly stated by the professor in the syllabus or in assignments, the use of Generative AI tools (e.g. ChatGPT, Bing, Claude, Bard, etc.) is prohibited throughout the assignment process. The use of generative AI tools

without express permission from the Professor may result in a failing grade on the assignment and may also be reported to the University Honor Committee.

## Accessibility and Accommodations

UVA is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, or think you may have a disability, you may also want to meet with the UVA Student Disability Access Center (SDAC), to request an official accommodation. You can find more information about SDAC, including how to apply online, through the UVA Student Disability Access Center website. If you have already been approved for accommodations through SDAC, please make sure to send me your accommodation letter and meet with me so we can develop an implementation plan together.

Additional exam time is not given automatically to students whose first language is not English. Dictionaries are permitted, at the discretion of the faculty member.

Digital accessibility: course materials are designed to use readable structure, descriptive headings, accessible color contrast, and alternative text or equivalent descriptions for instructional images and graphics where feasible. Students who encounter an access barrier should contact the instructor promptly so that an accessible alternative can be arranged.

## Wellbeing and Duty to Care Statement

If you are feeling overwhelmed, stressed, or isolated, several individuals at Batten are ready and want to help. Amanda Crombie, Senior Assistant Dean for Students and Academic Programs, Jennifer Sublette, Director of Academic Operations, and Nicolo Porto, Staff Psychotherapist, are available to support all Batten Students. They are readily accessible during walk-in hours or by setting up an appointment. Additionally, all Batten faculty and staff take student health and safety very seriously. Therefore, as part of their duty to care for distressed individuals, faculty and staff will refer students who threaten self-harm or suicide to appropriately qualified personnel at the earliest opportunity.

Alternatively, there are also other University of Virginia resources available. The Student Health Center offers Counseling and Psychological Services (CAPS) for its students. Call 434-243-5150 (or 434-972-7004 for after hours and weekend crisis assistance) to get started and schedule an appointment. If you prefer to speak anonymously and confidentially over the phone, call Madison House's HELP Line at any hour of any day: 434-295-8255. Additionally, as part of the student comprehensive health fees, you have 24/7 virtual care through the TimelyCare app.



If you or someone you know is struggling with gender, sexual, or domestic violence, there are many community and University of Virginia resources available. Care and Support Services, the Office of Student Affairs, Sexual Assault Resource Agency (SARA), Shelter for Help in Emergency (SHE), and UVA Women's Center are ready and eager to help.