COURSE SYLLABUS

I. COURSE DESCRIPTION

The purpose of the course is to provide the student with generalist practice knowledge in rurality. The course builds upon the liberal arts base and provides the professional generalist practice in content related to rural communities, rural lifestyles, and rural social work. Within this context the course addresses rural individuals and families, groups, organizations and communities, and social work practice related to these systems. Introduction to rurality also covers content related to social research, social work values and ethics, cultural and ethnic diversity, and social and economic justice related to rural populations and communities.

All graduate level social work courses build upon the liberal arts base. This content includes sociology, psychology, political science, economics, human biology, cultural and ethnic diversity, and social research. The Introduction to Rurality provides the professional generalist practice content in rurality. This content is a significant part of the MSW program at SFASU. Since rural content is discussed in each profession generalist practice course, it is required that students take Introduction to Rurality in their first semester in the program. The generalist practice content in rurality provides the basis for generalist and specialized practice in preparation for Advanced Generalist Practice in rural communities and with people with rural lifestyles.

REQUIRED TEXT:


RECOMMENDED TEXTS:


II. CURRICULUM DESCRIPTION

The MSW program of SFASU features a generalist practice and a single specialization: Advanced Generalist Practice in a Rural Context. Both are defined below.

It is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice, given below.

**Generalist practice** is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, generalist social work practice:
- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

**Advanced generalist practice** builds on the generalist practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:
- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
- Readiness for leadership in a variety of areas including: program development,
coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

**Rural context** refers to social work practice with people with rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters, and rural populations); Office of Management and Budget (metropolitan, micropolitan, and non-core), Economic Research Service (rural urban continuum codes); and the United Nations that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

### III. PROGRAM LEARNING OUTCOMES – CSWE COMPETENCIES

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

### IV. COURSE OBJECTIVES (STUDENT LEARNING OUTCOMES: SLO)

Upon successful completion of course students will be able to:
1. Demonstrate the ability to apply the value base of the profession and its ethical standards with individuals, families, and groups, organizations, and communities in a rural lifestyle perspective context. (Competency 1)

2. Develop the skills to use various frameworks of ethical decision-making with multiple systems. (Competency 1)

3. Demonstrate the ability to use their understanding of how their personal experiences and affective reactions influence their professional judgment and behavior when working with clients from a rural lifestyle perspective. (Competency 1)

4. Demonstrate the ability to work with interprofessional teams, and inter-organizational. (Competencies 1 & 8)

5. Collaboration from a rural lifestyle perspective. (Competencies 1 & 8)

6. Demonstrate the understanding of how to use technology to engage in effective social work practice in rural communities. (Competency 1)

7. Demonstrate the skills in the appropriate use of diversity and difference in practice situations with individuals, families and groups. (Competency 2)

8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (Competency 2)

9. Demonstrate the ability to apply knowledge related to theories of human need and social justice to promote social and economic justice and human rights. (Competency 3)

10. Demonstrate the ability to use quantitative and qualitative research methods to evaluate their practice. (Competence 4 & 9)

11. Demonstrate the ability to engage in policy practice to effect change at the micro, mezzo and macro levels in rural and urban communities. (Competency 5)

12. Demonstrate the use of theories of human behavior and the social environment to facilitate engagement with clients and constituencies. (Competency 6)

13. Demonstrate the ability to use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies. (Competence 6)

14. Demonstrate the ability to critically evaluate and apply knowledge of human behavior in assessment with diverse clients and constituencies, including individuals, families, and groups. (Competency 7)

15. Demonstrate the ability to implement evidence-informed interventions to achieve client and constituency goals from a rural lifestyle perspective. (Competency 8)
16. Understand the importance of life-long learning and the commitment to continue to update skills to be an effective practitioner (Competency 1).

17. Understand the dimensions of diversity as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spiritually, sex, sexual orientation, and tribal sovereign status. (Competency 2)

V. INSTRUCTIONAL METHODS

This course will utilize several methods of instruction, including lectures, class discussion, exercises, guest lecturers, audio/visual media, and the use of technology, including assignments and testing using SFASU’s online program D2L/Brightspace. In order to complete some of the class assignments, students will need to use the Internet and D2L/Brightspace.

In order to be successful in this class, it is important that students attend regularly (including online), read the assigned material, and come to class prepared to discuss what they have read. Students are expected to be active learners, to not expect that each reading will be summarized in class, and to ask for clarification when they have questions.

While quizzes and assignments are available online and do not required on-site participation, they require participation in discussions, chats, assignments and assessments. The final exam, however, may be face to face during finals week. In addition, materials, links to web sites, and other information may be added, or questions answered to all students. Please plan to work in the site and check email at least every 3 days, or more frequently when quizzes and assignments are due. Please also ask all questions in emails within the course.

VI. COMPUTER REQUIREMENTS

This course will utilize D2L/Brightspace to support the delivery of course content - go to https://d2l.sfasu.edu/d2l/home

VII. COURSE SCHEDULE

Week 1 Course Introduction: Getting Started
   Introduction to Web-based learning, exploring websites
   Online education: Overview of D2L/Brightspace and Online Testing
   Take First Qualifying Quiz.

Week 2 Introduction to Rurality
   Overview of rural indicators and social work practice
   Rural perspectives and social work practice
   Grand Challenge for Social Work
   Readings
   Scales, Streeter & Cooper, Chapters. 1-2
   Rural Health Information Hub: Retrieved from https://www.ruralhealthinfo.org/
*Critical Reflection paper is due*

**Week 3 Rural Definitions**
Office of Management and Budget  
Economic Research Service  
Isserman definitions  
**Readings**  
Rural Classifications: Retrieved from https://www.ers.usda.gov/topics/rural-economy-population/rural-classifications/what-is-rural.aspx#.U7sASZSwJRo  

**Week 4 Rural Definitions**  
US Census  
Variations in Definitions  
Census Block vs. County  
Websites that help  
Federal Resources  
Rural vs. Frontier  
Take Second Qualifying Quiz.  
**Readings**  
Am I Rural? Tool: Retrieved from https://www.ruralhealthinfo.org/am-i-rural  
Whitley (2013).  
Take Second Qualifying Quiz.
Week 5 Rural Theories
Theories Related to Rural Issues
Social Capital: Interconnectedness
Empowerment
Systems Perspective
Relationship between theories and definitions of rurality
Readings
Scales, Streeter & Cooper, Chapters 5, 16, 18
Carbajal, Parsons, Pillai, Sahelin, & Sharma (2011).
Belanger (2005).

Week 6 Rural Social Work Practice
Social Work Practice in Rural Communities
Fields of Practice and Their Considerations
Special Circumstances Impacting Rural Communities
Managing Relationships—Social Capital in Practice
Engagement in Rural Communities
Assessment in Rural Communities
Intervention in Rural Communities
Evaluation in Rural Communities
Termination in Rural Communities
Readings
Reamer (2013)
Scales, Streeter & Cooper, Chapters 3-4, 19-21

Week 7 Diversity and Difference in Practice
Intersectionality
Interrelationships/intercultural
Social Work Profession
NASW/IFSW Codes of Ethics
Social and Economic Justice and Environmental Justice
Social Inequality
Human Rights
Readings
Daley, Chapter 3
Scales, Streeter & Cooper, Ch. 2
Katiuzhinzky & Okech (2014).

Week 8 Diversity
Gender
Sexual Orientation (LGBTQ)
Gender and Gender Identity Expression
Marital Status and Class

**Readings**
Scales, Streeter & Cooper, Ch. 8

**Week 9 Diversity**
Age
Disability and Ability
Veterans

**Readings**
Scales, Streeter & Cooper, Ch. 10, 15
Morano, Ch. 13, pp. 209-218

Midterm Exam (Major Assignment)

**Week 10 Diversity**
Religion/spirituality
Tribal Sovereignty Status
Political Ideology

**Readings**
Scales, Streeter & Cooper, Ch. 13

**Week 11 Diversity**
Race/Ethnic Group
Linguistic Diversity
Immigration Status

**Readings**

Week 12 Diversity
Global Perspectives on Diversity: Grand Challenges for Social Work
Human Trafficking
Displaced Populations
Readings
Scales, Streeter & Cooper, Ch. 16

Week 13 Diversity
Rural Cultural Competence and Awareness
Rural Populations at Risk
Rural Child Welfare
Readings
Daley, Chapters 4-5
Scales, Streeter & Cooper, Ch. 4, 6-7, 9, 17

Week 14 Presentations
Critical Reflection Paper Presentation
Class: post comments and questions on classmates’ presentations
Readings
Readings and Websites

Week 15 Presentations
Critical Reflection Paper Presentation
Class: post comments and questions on classmates’ presentations
Student Evaluation of Course; Feedback

Week 16 Final Exam

VIII. COURSE REQUIREMENTS

A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

Cell Phones/Pagers/Electronic Devices: Because such devices are disruptive to the
classroom environment, I ask that you refrain from using them during class. I also ask that you either place such devices on silent mode or turn them off during class. Repeated interruptions may result in a deduction of points from the final average.

B. **Readings:** The course outline provides a list of required readings for each week (you will receive a detailed schedule the first full week of class that will outline the readings to be covered each class). Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well-formulated questions and comments that demonstrate prior preparation.

C. **Exams:** There will be no final exam. Assignment II will serve as your final exam. Students are required to take the exam at the scheduled time. Makeup exams will be scheduled according to university policy with a university-approved excuse.

D. **Quizzes/Exercises:** Students are required to participate in the quizzes, exercises and discussions at the scheduled time. Makeup quizzes/exercises will be scheduled according to university policy with a university-approved excuse.

E. **Assignments/Presentations:** See Assignments for a listing of all assignments for this course. All assignments are due at the beginning of each class, unless the assignment is a class presentation which will be due in class. **No late assignments are accepted.**

**GRADING:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifying Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Critical Reflection Paper</td>
<td>30</td>
</tr>
<tr>
<td>Midterm Exam (Assignment)</td>
<td>130</td>
</tr>
<tr>
<td>Class Video Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>110</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

**GRADING SCALE:**

- 360-400 A 240-279 D*
- 320-359 B Below 240 F*
- 280-319 C

*Not applicable as credit toward graduate degree

IX. **ACADEMIC INTEGRITY**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. **Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty:** Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty a faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**Withheld Grades Semester Grades Policy (SFA Policy 5.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except
as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please read the complete policy on grades: http://www.sfasu.edu/policies/course-grades-5.5.pdf

Acceptable Student Behavior

The MSW Student Handbook and MSW Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct of Conduct (SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

X. STUDENTS WITH DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf
ASSIGNMENTS

Mini-Assignments

Critical Reflection Paper

Due week 2: What is your perception of rural lifestyles and social justice? Reflect on your previous personal and professional experience related to rural lifestyles, oppression, social and economic justice, ethics, your beliefs and values, and obstacles to overcoming differences amongst your values and norms compared to other persons, families, groups, or communities.

Critical Reflection Video Paper Presentation

Due week 14-15: Upload to D2L/Brightspace board discussion—Presentation Discussion: Based on what you have learned in this course, what is your perception of rural lifestyles and social justice? Reflect on your previous and current understanding related to rural lifestyles, oppression, social and economic justice, ethics, your beliefs and values, and obstacles to overcoming differences amongst your values and norms compared to other persons, families, groups, or communities.

Major Assignment

This assignment is intended to help you begin demonstrating on how to conduct research, and to be sure that you understand how to access the library or other sources for peer reviewed and other relevant articles, and to be sure that the people you have chosen to interview are appropriate for the assignment. In addition, this assignment is to determine how well you understand the practice of rural social work with rural people in all system sizes and issues of social and economic justice based on your chosen issue and the county you selected.

1. Introduction
   A. Please read the assignment requirements thoroughly, and then choose a topic for your paper. Provide related to the issue rural communities (the topic you selected and why you chose it).
   B. Pick a rural county that you wish to use for this paper. State how you know this county is consider rural, i.e., discuss the different definitions and which one you chose to determine your county is rural. In addition, include statistics about the issue in your county. For example, how many elderly are there? What is the number and percent of people in poverty in the county? Who is it who is poor? If on health, how many hospitals are there? Is the population medically underserved? What is the demographic data for the county, etc.?

2. Literature Review
   A. Continuing with the topic you have chosen for your paper, conduct a literature review on this topic. Make sure you use peer-reviewed studies, at least 10 articles, and quality government or agency reports that relate to this issue and write a literature review, at least 20 references. Ask the SFA librarian for assistance if you need help considering what is quality and useful for a professional paper. You WILL be graded on your choice of articles, so please do use the campus resources for assistance. PLEASE NOTE: The articles do not all have to be directly related to the particular county you chose. Backtrack to find articles about the issue in rural
areas, or the issue in another rural area, etc. You cannot choose articles more than 15 years old or related to work in foreign countries, unless there is a clear relationship to your topic, and your explanation is appropriate.

B. Synthesize the findings of the articles and relationship to your topic. Discuss how these findings informs you about the situation/challenge/condition in the community you have chosen. In other words, if you were trying to improve conditions for the elderly (if you chose rural elderly), what do the findings from these studies tell you that might help you as you chose interventions? Make connections between study findings, compare and contrast differences (read on how to conduct a literature review to complete this section successfully).

3. Interviews
A. Provide the names or positions of 3 persons (key informants) you interviewed about the issue in the county you chose in order to clarify the issue in that county, how it is addressed (if at all), suggestions, extent of problems, etc. While you don’t need to provide the names of the informants (if they would rather be anonymous), provide the positions or employment, experience, etc. that explains why they would have a credible opinion about this issue. Use the questions below to help you guide the interview with each informant. You can always add more questions or have follow up questions. **You must include the audio recordings of the interviews as an attachment (upload it with your paper), or provide a transcript of their responses verbatim; which means you have to record and transcribe the questions and answers.** Analyze the content and thematically categorize their responses; use a table (APA style) to report these themes. Then, discuss each theme you reported. Finally, discuss your findings from the interviews and literature review, i.e., provide a summary of your findings (2-3 pages). Below are suggested questions to ask (please add at least four more questions):

1. How serious is_______ currently?
2. How has it changed since you have been here (if so, how)?
3. How is _____ different from a major city, e.g. Dallas/Fort Worth?
4. What programs or services are there to address _____ in this county?
5. What suggestions do you have in how to improve_____?
6. How can social workers help with improving______?

4. Course Readings (Literature Integration)
A. Provide a one-page description that ties what you learned from the course readings (the text, the required readings, and other peer reviewed articles) that applies to the issue in the county you have chosen and based on the interviews you conducted. Again, this is your thinking. I will not grade you on your opinions, but I will grade you on your ability to apply course material to the challenges in this community. Please be careful to correctly cite and include on the reference list the materials you are referencing!! (For example, look at Owl at Purdue to find out how to correctly reference a chapter in a book, or a government publication [https://owl.english.purdue.edu/owl/resource/560/08/] and look up in-text citations.) The references should be included in the reference list. Do NOT include the reference to the whole book, but to the specific chapter you are discussing

5. Planning
A. Now, based on your newly acquired knowledge of rural definitions, rural challenges, and rural solutions, how do you think this issue should be addressed in rural communities?
6. Conclusion

A. Provide a conclusion to your paper.

Write your paper professionally (quality of the overall paper). Check your spelling and grammar. Do not copy from your resources, except when you are citing statistics... you do not have to paraphrase statistics. If you must quote from an article, please be sure that you put the copied text in quotes. Not putting it in quotes is plagiarism (i.e., saying that those words are your own); also make sure to include the page number associated with the quote. To be sure you are not plagiarizing, you might try reading the article and then putting the article face down next to you, and then writing what you think the article said about the subject in your own words. Then you can look at the article again to see if you were correct, and correct anything you need to. Use spelling and grammar check. There is no excuse whatsoever for using the “copy and paste” method of writing a paper. Even if you put it in quotes, you are not writing your own thoughts. I will discount all copied and pasted materials and not count it toward the assignment. In serious cases, (extensive copying and pasting, not crediting authors, etc.) your paper will receive a zero. If you are unsure how to do this, look at other peer reviewed articles and see how they write/reference/cite. The SFA librarian is also an excellent resource.

The paper should be about 10-15 pages long, excluding the reference page. Submit your paper in D2L/Brightspace, in the assignment dropbox by the deadline. Please note the time deadline for the submission. The paper must be professionally written, using the current APA style manual and the outline below must be followed:

1. Introduction
   a. Topic Selected
   b. County Selected
2. Literature Review
3. Interviews
   a. Key Informants
   b. Thematic Analysis
   c. Finding Discussion
4. Literature Integration
5. Planning
6. Conclusion
7. References
8. Appendix: Interview Questions
BIBLIOGRAPHY


Websites:

  Rural Health Information Hub: Retrieved from [https://www.ruralhealthinfo.org/](https://www.ruralhealthinfo.org/)


  Rural Classifications: Retrieved from [https://www.ers.usda.gov/topics/rural-economy-population/rural-classifications/what-is-rural.aspx#.U7sASZSwJRo](https://www.ers.usda.gov/topics/rural-economy-population/rural-classifications/what-is-rural.aspx#.U7sASZSwJRo)


  Am I Rural? Tool: Retrieved from [https://www.ruralhealthinfo.org/am-i-rural](https://www.ruralhealthinfo.org/am-i-rural)
Persistent Poverty Dynamics: Retrieved from

Rural America: Retrieved from

Rural Children: Retrieved from

Rural Poverty:

Same-Sex Marriage: Retrieved from

Rural Veterans at a Glance: Retrieved from

Religion Landscape Study: Retrieved from
http://www.pewforum.org/religious-landscape-study/


Race and Inequality: Retrieved from

Language: Retrieved from

Facts About Illegal Immigration: Retrieved from

Naturalization Trends: Retrieved from

Lawful Immigrants: Retrieved from
http://assets.pewresearch.org/wp-content/uploads/sites/7/2017/06/28172853/PH_2017.06.29_Among-Lawful-


Global Migration Trends: Retrieved from
http://gmdac.iom.int/global-migration-trends-factsheet