The field of planning constantly grapples with questions about the extent to which people or places should be of primary concern. Early planning practice was predominantly concerned with physical and spatial issues. By the late 1960s, it became clear that this orientation was far too narrow. Since that time, planners have struggled to balance the people vs. place dichotomy—a dichotomy that has significant implications for contemporary planning practice and public policy.

The course will start with a series of readings and discussions covering both the historical and contemporary nature of the people/place debate. Each student will then select a current community development issue that highlights the tensions between people and place and make 2 presentations on her/his chosen topic. Depending on topics chosen, an effort will be made to involve guest speakers who will enhance the discussion and provide depth and background to the issue. A final research paper is required.

Readings:

All readings except one will be available either through an internet site or on Blackboard. On February 24, we will discuss the following book available from Amazon ($15.25) or the bookstore ($16.95, I think):

Course Requirements and Grading:

Students are expected to:

- actively engage in class discussions, including serving as discussion leader for one of the early classes (January 27, February 3, 10, 17, 24) 25%
- make two in-class presentations on research topic 20%
- submit final draft of term paper (May 5)* 55%

*A hard copy of the final paper outline and the final paper should be handed to me directly or left in my mail box, at the UEP department. Term papers should be about 25 pages, double-spaced, 12-point font. They should include a significant list of references (at least 20) with an emphasis on primary source material.

In addition to the graded assignments, students will:

- submit to instructor an overview and outline of term paper (Feb. 10), including a preliminary list of sources to be consulted
- after reading “American Murder Mystery,” find at least one critique of this article published on-line (or in print) and present key arguments in class (Feb. 17)
- submit to instructor and all students in class (no later than one day prior to class presentation) a paragraph summary, including statement of:
  - central research question(s)
  - why topic is important
  (for in-class presentations on March 3 and 10)
- submit to instructor and all students in class (no later than one day prior to class presentation) a one page summary of:
  - central research question(s)
  - key findings
  - how conclusions were reached
  - key recommendations
  (for in-class presentations on April 14 and 21)
SCHEDULE OF CLASSES

January 20  Introduction, Overview, Objectives

- Students’ and instructor’s goals
- Personal “stories,” interests and experiences relevant to subject matter of course
- Structure of course
- Initial ideas about students’ topics of interest

January 27  Early-Mid 20th Century Context and Perspectives

Readings:
1) Jacob Riis, *How the Other Half Lives*.
4) *Building the American City*, Report of the National Commission in Urban Problems to the Congress and to the President of the United States, pp. 1-13, 26-31, 1968. (Blackboard)

February 3  Old Debates, New Debates

Readings:
February 10  Debates, continued

Readings:

Assignment: Submit overview of term paper topic and outline

February 17  What Happens When Low-Income Households Move from Urban Areas to Elsewhere in the Metropolitan Area?

Reading:

Assignment: Find at least one compelling critique of this article and be prepared to discuss the arguments.

February 24  Book Discussion

Reading:

March 3  Student Presentations #1

Assignment: Students presenting on this day should submit to instructor and all students in class (by March 2) a one paragraph summary, including statement of:
A central research question(s)
A why topic is important
March 10  Student Presentations #1

Assignment: Students presenting on this day should submit to instructor and all students in class (by March 9) a one paragraph summary, including statement of:
- central research question(s)
- why topic is important

March 17  NO CLASS, SPRING BREAK

March 24  NO CLASS, MAKE-UP ON APRIL 28

March 31  OPEN — Guest speaker?

April 7  OPEN — Guest speaker?

April 14  Student Presentations #2

Assignment: Students presenting on this day should submit to instructor and all students in class (by April 13) a one page summary of:
- central research question(s)
- key findings
- how conclusions were reached
- key recommendations

April 21  Student Presentations #2

Assignment: Students presenting on this day should submit to instructor and all students in class (by April 20) a one page summary of:
- central research question(s)
- key findings
- how conclusions were reached
- key recommendations

April 28  Wrap-up; Lessons for Practitioners

May 5  Final Papers Due