

Urban Planning and Policy Development Program and Planning and Public Policy Program, Bloustein School of Planning and Public Policy; and Geography Department, Graduate School of Arts and Sciences all Rutgers University

Growth and Decline Seminar, 34:970:525,16:450:606:04 and 10:762:497:02, Spring 2010, 3 credits

Wednesday, 9:50-12:30, Civic Square Building, Room 253, College Avenue Campus

Taught by Frank Popper, Civic Square Building, Room 535, College Avenue Campus, 732-932-4009, X689, fpopper@rci.rutgers.edu, fpopper@princeton.edu

Office hours: Thursday afternoon, before or after class, or by appointment

Assigned readings will come to you by e-mail. There may be other, shorter readings as needed.

The seminar examines the growth and especially decline of large rural regions and large and mid-sized cities, mostly in the United States but also elsewhere. The focus is primarily contemporary, but also explores historical cases. I have done and am doing several studies of rural and urban decline that shape the early part of the seminar. The preparation and presentation of your seminar papers forms the later part.

Each student does an original research paper of 20-25 total double-spaced pages on a growth-decline topic that he/she suggests and I approve. The paper goes through a four-stage process: a proposal, a first draft, a class presentation and a final draft. I encourage students to do adventurous papers. All disciplines and points of view, including ones I disagree with, are welcome.

One goal of the course is that students, particularly graduate students, do papers that are potentially publishable and/or professionally useful. Another is that you learn the academic and professional literature of rural, urban and suburban growth-decline, a topic of serious interest to contemporary planning and policy. Yet another goal is that you learn to help each other do these tasks.

The final draft of the research paper counts for half your grade. The class presentation counts for a quarter, as do class participation and general conscientiousness, including getting work in on time.

I expect your paper to meet graduate-school or advanced-undergraduate standards of writing, whichever applies. I expect you to attend all classes, do the reading for them carefully and be prepared to discuss it. The class is relatively small and conversational, so the depth of your preparation will quickly become clear and affect your grade.

I expect students to know, understand and live up to Rutgers' standards of academic integrity explained at academicintegrity.rutgers.edu/students. If you have questions about them, please ask me. Rules of thumb: if you think you may be violating them, you probably are. To avoid plagiarism, do original work.

Schedule

- January 20 Introduction.
- January 27 The basic context: Hollander *et al.* (2009) and Popper and Popper (2002) papers.
- February 3 The Buffalo Commons: Popper and Popper papers (both 2006).
- February 10 The failing state of Ohio: Shetty paper (2009).
- February 17 The role of story-telling and metaphor: Popper and Popper papers (1992 and 1999), plus Solnit and others. Link with Krueckeberg graduate conference, to be announced.
- February 24 Three-page proposals due at class.
- March 3 Link with American Studies symposium, to be announced.
- March 10 Discussion of papers 2.
- March 17 No class: spring vacation.
- March 24 Discussion of papers 3.
- March 31 Link with PhD seminar, to be announced.
- April 7 Student presentations.
- April 14 Student presentations.
- April 21 No class: first drafts of papers due.
- April 28 No class individual meetings in my office on first drafts.
- May 5 To be announced.
- May 12 Papers due in my office at noon.

