

Wayne State University
Department of Urban Studies & Planning

UP 3530/US 3530: Urban and Regional Planning

Instructor	Patrick Cooper-McCann (cooper@wayne.edu) Fall
Course Info	2019, CRN: XXXXX, 3 credits
Class Sessions	5:30 to 8 pm on Tuesdays at 0266 Manoogian
Format	Lecture/seminar

Office Hours

Feel free to approach me before or after class with any questions you may have. For a longer conversation, please email me ahead of time to arrange a time to talk. We can meet at my office (3185 Faculty Administration Building) or talk on the phone.

Course description

This course introduces the practice of urban planning, with a special focus on the distinct challenges and opportunities that professional planners encounter in “legacy cities” like Detroit. In the first half of the course, students study the development of American cities and the evolution of urban planning as a profession. Students learn how planning has shaped metropolitan America—with a particular focus on Detroit—and how planners’ goals and methods have changed in response to different crises. In the second half of the course, students are introduced to some of the latest approaches to land use, zoning, transportation planning, economic development, neighborhood planning, open space planning, placemaking, and the promotion of sustainability, health, and environmental justice. The course concludes with a discussion of planning politics and implementation.

Learning objectives

Students who successfully complete this course will be able to:

- Understand the historical development of metropolitan areas in the United States and explain how planners sought to improve urban life in different eras
- Explain the economic and social forces that drove the growth, decline, and regional segregation of metropolitan Detroit and other legacy cities
- Be familiar with the variety of work that urban planners do today, the kinds of organizations where urban planners work, and the terms they commonly use
- Begin to articulate one’s ideas about what constitutes “good planning”
- Read and critique a wide range of professional planning documents, including zoning codes, site plans, comprehensive master plans, and policy memos

Required readings

All readings will be posted on Canvas and are listed in order of priority. There are no required books, but the following are recommended for any planner in metro Detroit:

1. Thomas J. Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*, revised edition (Princeton, NJ: Princeton University Press, 2005).
2. June Manning Thomas, *Redevelopment and Race: Planning a Finer City in Postwar Detroit*, revised edition (Detroit: Wayne State University Press, 2013).

Course requirements and grading

This course has the following graded requirements: class participation, a meeting analysis, a midterm exam, two plan response papers, and a final exam.

1. Participation (10%)

Full participation requires completing assigned readings prior to class; arriving to class on time; taking notes on readings, lectures, and class discussions; engaging in class by posing thoughtful questions and comments and participating in group activities. Meeting with the professor in office hours is optional, but students may also receive credit for participation by doing so. Students may have one excused absence without penalty.

2. Meeting Analysis (10%)

Every student will be required to attend one planning or zoning hearing during the semester and then write a short reflection paper on the experience.

3. Midterm exam (30%)

The midterm exam will be held in class on October 15. It will test all readings and lectures covered prior to that date (August 29 through October 10).

4. Response Papers (10% each x 2 = 20%)

Students will read and discuss real-world plans in almost every class. Students will also analyze and critique two plans in writing: first in response to the plan assigned on September 17 (paper due September 24) and second to the plan assigned November 12 (paper due November 19). Further instructions will be shared in class and on Canvas.

5. Final exam (30%)

The final exam will be held at 5:30 pm on **Thursday, December 12** (NOT on Tuesday) in a room TBD. The exam will test readings and lectures covered after the midterm.

The grading scale is as follows: A: 94-100, A-: 90-94, B+: 87-90, B: 83-87, B-: 80-83, C+: 77-80, C: 73-77, C-: 70-73, D: 60-70, F: 0-60.

The grade of any assignment submitted late, including interim products, will be reduced by one marking grade (e.g. from a "B+" to a "B"), unless the student requests and receives an extension from the professor in advance. All assignments must be completed to receive a course grade. A course grade of "Incomplete" will be granted only in exceptional circumstances and must be arranged, in writing, before the last class session.

Schedule of Topics and Assignments

Date	#	Topic	Assignment
9/3	1	Course Overview	
9/10	2	1820s-1910s: The Origins of Urban Planning	
9/17	3	1910s-1960s: Comprehensive Plans and Zoning	
9/24	4	1960s-1970s: The Urban Crisis	Response paper #1
10/1	5	1970s-2010s: Postindustrial Urbanization	
10/8	6	The Role(s) of Urban Planning	
10/15	7	Midterm	Midterm
10/22	8	Land Use and Zoning	
10/29	9	Transportation Planning	
11/5	10	Local Economic Development	
11/12	11	Community Development	
11/19	12	Open Space Planning and Placemaking	Response paper #2
11/26	13	Sustainability, Health, and Environmental Justice	
12/3	14	Putting Plans Into Practice	Meeting (last date)
12/12	15	Final Exam (on Thursday)	Final exam

Student Disability Services statement

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. The SDS telephone number is 313-577-1851 or 313-202-4216 for videophone use. Once you have met with your disability specialist, I will be glad to meet with you privately during my office hours to discuss your accommodations. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu.

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symplicity.com/public_accommodation/

Statement on academic misbehavior

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (<http://doso.wayne.edu/codeofconduct.pdf>). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student's test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam; (d) unauthorized access to a test from a previous semester also constitutes cheating.

Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

Plagiarism: To take and use another's words or ideas as one's own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons. (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

Course drop/withdrawal information

In weeks one and two of the full term, students can drop this class and receive 100% tuition and course fee cancellation. Beginning with the third week of the term students who wish to drop the class must initiate a withdrawal request. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the 10th week; students enrolled in the 10th week and beyond will receive a grade. More information on this can be found at: <https://reg.wayne.edu/students/information#dropping>.

Schedule of readings

1. September 3 – Course Overview

1. "AICP Code of Ethics and Professional Conduct," American Planning Association, revised April 1, 2016, <https://www.planning.org/ethics/ethicscode/>, pages 1-3.

Part I. "Legacy Cities" in Historical Context

2. September 10 – 1820s-1910s: The Origins of Urban Planning

1. Friedrich Engels, “The Great Towns,” in Richard T. LeGates and Frederic Stout, eds., *The City Reader*, 6th edition (New York: Routledge, 2015), 53-62.
2. Jon A. Peterson, “Introduction: Urban Planning in the American Past,” in *The Birth of City Planning in the United States, 1840-1917* (Baltimore, MD: The John Hopkins University Press, 2003), 1-26.
3. Case Study: Edward H. Bennett, *Preliminary Plan of Detroit* (Detroit, MI: City Plan and Improvement Association, 1915). Read the essay and skim through the diagrams.

3. September 17 – 1910s to 1960s: Comprehensive Planning and Zoning

1. June Manning Thomas, “Postwar Planning” and “Eliminating Slums and Blight,” in *Redevelopment and Race: Planning a Finer City in Postwar Detroit*, revised edition (Detroit: Wayne State University Press, 2013), 35-52 and 53-81.
2. Case Study: Detroit City Plan Commission, *A Building Zone Plan for Detroit* (Detroit, MI: City Plan Commission, 1919).

4. September 24 – 1960s to 1970s: The Urban Crisis

1. Thomas J. Sugrue, “Introduction,” *The Origins of the Urban Crisis* (Princeton, NJ: Princeton University Press, 1996), 3-14.
2. June Manning Thomas, “Rising from the Fire,” in *Redevelopment and Race: Planning a Finer City in Postwar Detroit*, revised edition (Detroit: Wayne State University Press, 2013), 127-147.
3. Case Study: Cleveland City Planning Commission, “Cleveland Policy Planning Report,” (Cleveland, OH: Cleveland City Planning Commission, 1975), 7-25.

5. October 1 – 1970s-2010s: Postindustrial Urbanization

1. Robert Fishman, “Beyond Suburbia: The Rise of the Technoburb,” in Richard T. LeGates and Frederic Stout, eds., *The City Reader*, 6th edition (New York: Routledge, 2015), 83-91.
2. Chloe E. Taft, “Deindustrialization and the Postindustrial City, 1950–Present,” *Oxford Research Encyclopedia of American History*, June 2018.
3. Alan Mallach and Lavea Brachman, *Regenerating America’s Legacy Cities* (Cambridge, MA: Lincoln Institute of Land Policy, 2013). Read pages 2-10 and 24-43.

6. October 8 – The Role(s) of Urban Planning

1. *Case Study*: City of Ferndale Planning Commission, “Introduction,” *City of Ferndale Master Plan* (Ferndale: City of Ferndale, 2017), 1-31.

7. October 15 – Midterm

Part II. Planning Today in a Legacy Cities Context

8. October 22 – Land Use and Zoning

1. Myron Orfield, “Metropolitics and Fiscal Equity,” in Richard T. LeGates and Frederic Stout, eds., *The City Reader*, 6th edition (New York: Routledge, 2015), 338-356.

2. June Williamson, “Urban Design Tactics for Retrofitting Suburbia,” in Emily Talen, ed., *Retrofitting Sprawl: Addressing Seventy Years of Failed Urban Form* (Athens, GA: University of Georgia Press, 2015), 84-98.

3. *Case Study*: City of Ferndale Planning Commission, “Land Use,” *City of Ferndale Master Plan* (Ferndale: City of Ferndale, 2017), 32-65.

9. October 29 – Transportation Planning

1. Jarrett Walker, *Human Transit: How Clearer Thinking About Public Transit Can Enrich Our Communities and Our Lives* (Washington, D.C.: Island Press, 2011), 13-37.

2. Joe Grengs, “Job Accessibility and the Modal Mismatch in Detroit,” *Journal of Transport Geography* 18 (2010): 42-54.

3. *Case Study*: City of Ferndale Planning Commission, “Transportation and Mobility,” *City of Ferndale Master Plan* (Ferndale: City of Ferndale, 2017), 123-136.

10. November 5 – Local Economic Development

1. Edward J. Blakely and Nancy Green Leigh, “Local Economic Development Strategy,” *Planning Local Economic Development: Theory and Practice* (Los Angeles: SAGE, 2010), 211-234.

2. *Case Study*: City of Ferndale Planning Commission, “Economic Vitality,” *City of Ferndale Master Plan* (Ferndale: City of Ferndale, 2017), 86-104.

11. November 12 – Community Development

1. George C. Galster, “Chapter 9: The Dynamics of Decay, Abandonment, and Bankruptcy,” *Driving Detroit: The Quest for Respect in Motown* (Philadelphia: University of Pennsylvania Press, 2012), 215-240.
2. Mark McDermott, “The Evolution of the Community Development Industry: A Practitioner’s Perspective,” in Norman Krumholz and Kathryn Wertheim Hexter, eds., *Advancing Equity Planning Now: Seeking a More Just City*, (Ithaca, NY: Cornell University Press, 2018), 44-59.
3. Case Study: Spackman, Mossop, & Michaels, “Fitzgerald Neighborhood Revitalization Project for the City of Detroit, Michigan,” Final Presentation, Detroit, MI, June 26, 2016.

12. November 19 – Open Space and Placemaking

1. Peter Harnik, “The Different Kinds of Parks and Their Uses,” *Urban Green: Innovative Parks for Resurgent Cities* (Washington, D.C.: Island Press, 2010), 20-24.
2. William H. Whyte, “The Design of Spaces,” in Richard T. LeGates and Frederic Stout, eds., *The City Reader* (New York: Routledge, 1996), 109-117.
3. Case Study: Michigan Department of Natural Resources, *Belle Isle Park Strategic Management Plan Draft* (Lansing, MI: Michigan Department of Natural Resources, 2017), 12-18 and 36-45.

13. November 26 – Sustainability, Health, and Environmental Justice

1. “Executive Summary” and “Policy Solutions,” *Climate Change Impacts on the Great Lakes* (Chicago: Environmental Law and Policy Center, 2019).
2. “Executive Summary,” *Detroit Environmental Agenda* (2013), 8 and 14-20.
3. Case Study: *Detroit Sustainability Action Agenda* (Detroit: City of Detroit, 2019), 24-89. Be sure to read all the goals and action items. It’s OK to skim some of the details.

Optional: “Executive Summary,” *Public Health Action Plan: Improving Air Quality & Health in Detroit* (Detroit: Community Action to Promote Healthy Environments, 2017).

14. December 3 – Putting Plans Into Practice

1. John Forester, "What Do Planning Analysts Do? Planning and Policy Analysis as Organizing," in *Planning in the Face of Power* (Berkeley: University of California Press, 1989), 14-24.

2. Norman Krumholz and John Forester, "To Be Professionally Effective, Be Politically Articulate," in *Making Equity Planning Work: Leadership in the Public Sector* (Philadelphia: Temple University Press, 1990), 225-240.

15. December 12 – Final Exam (room to be announced)