

**Wayne State University
Department of Urban Studies & Planning**

**UP 3530: Urban and Regional Planning &
UP 5110: Urban Planning Process**

Instructor	Patrick Cooper-McCann (cooper@wayne.edu)
Course Info	Fall 2020, CRN: 10499, 3 credits
Class Sessions	5:30 to 8 pm on Tuesdays, Online (Synchronous)
Format	Lecture/seminar

Office Hours

I'm available to talk about the class, the urban planning program, Detroit, your career, and other topics. Please email me to arrange a time to talk. I'm available most afternoons.

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. The class will begin with an overview of the development of American cities and the evolution of urban planning as a profession. Students will 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. Students will then be introduced to guest speakers and plans that showcase novel approaches to land use, zoning, transportation planning, economic development, neighborhood planning, open space planning, placemaking, and sustainability, public health, and environmental justice.

Learning objectives

Students who successfully complete this course will be able to:

- Explain the historical development of the planning profession in the United States, including how planners sought to improve urban life in different eras
- Explain the economic and social forces that drove the growth, decline, and segregation of metropolitan Detroit—and explain how planners responded
- Explain the variety of work that urban planners do today, the kinds of organizations where urban planners work, and the jargon they commonly use
- Read and critique a wide range of professional planning documents, including zoning codes, site plans, comprehensive master plans, and policy memos
- Write about urbanism and planning with greater clarity of expression

Required readings

All readings will be posted on Canvas and are listed in order of priority. There are no books to purchase, 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).

Technology requirements

This class meets weekly using Zoom. To participate, you will need a computer with reliable internet access and a camera, microphone, and speakers. For assistance with technology issues, contact the C&IT Helpdesk at 313-577-4357 or helpdesk@wayne.edu. Students who lack adequate hardware or reliable internet access should email the Dean of Students at doso@wayne.edu or call 313-577-1010 for assistance.

Assessment and due dates

1. Participation (15%)

Full participation requires completing assigned readings and activities before class, including some short reflections/surveys; attending class on Zoom; taking notes on readings, lectures, and discussions; engaging in class by posing thoughtful comments and participating in activities. Students may have one absence without explanation.

2. Plan Critique Part 1 (10%)

Students will concisely describe a plan and the process by which it was prepared. This part of the assignment will be due by midnight on Sunday, September 27.

3. Plan Critique Part 2 (15%)

In part two of the assignment, students will analyze and critique aspects of the plan. This part of the assignment will be due by midnight on Sunday, October 18.

4. Exam (40%)

A take-home exam, with separate undergraduate and graduate versions, will be shared after class on October 27. Answers will be due by midnight on Sunday, November 8.

5. Letter/Comment Draft 1 (10%)

Students will write a letter or public comment expressing their priorities for a new or revised plan in their community. A draft will be due Sunday, November 22 by midnight.

6. Letter/Comment Draft 2 (10%)

Students will revise their letter/comment after receiving feedback and resubmit it by midnight on Sunday, December 6, to be graded a second time.

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.

Assistance with writing

The Wayne State Writing Center offers free virtual tutoring sessions Monday-Thursday, 10 to 5. Sign up here: <http://www.clas.wayne.edu/writing/>. You can schedule a session to receive help with any written assignment. The tutor will help you edit your own writing.

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.symphlicity.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 1 – 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.
2. "Elementary Rules of Usage" and "Elementary Principles of Composition," William Strunk, Jr., and E.B. White, *The Elements of Style*, 4th ed. (New York: Allyn and Bacon, 2000).

Note: A short reflection on writing will be due by midnight on Sunday, September 6.

Part I. The History and Practice of Urban Planning

2. September 8 – The Origins of Urban Planning (1820s-1910s)

1. 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.
2. Daphne Spain, "Why Cities Needed Saving," in *How Women Saved the City* (Minneapolis, MN: University of Minnesota Press, 2001), 30-62.

3. September 15 – Master Plans and Zoning (1910s-1920s)

1. Eric Damian Kelly, “Introduction to the Comprehensive Plan,” *Community Planning: An Introduction to the Comprehensive Plan*, 2nd ed. (Washington: Island Press, 2010), 47-59.
2. 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. Case Study: Detroit City Plan Commission, *A Building Zone Plan for Detroit* (Detroit, MI: City Plan Commission, 1919).

4. September 22 – Regulating New Development (1920s-1960s)

1. Eric Damian Kelly, “Controlling the Use of Private Land Through Zoning,” *Community Planning: An Introduction to the Comprehensive Plan*, 2nd ed. (Washington: Island Press, 2010), 163-182.
2. Eric Damian Kelly, “Controlling the Development of Land,” *Community Planning: An Introduction to the Comprehensive Plan*, 2nd ed. (Washington: Island Press, 2010), 183-205.
3. Case Study: “Urban Open Space: a Diminishing National Resource,” Ann Louise Strong, *Open Space for Urban America* (Washington, D.C.: U.S. Department of Housing and Urban Development, 1965), 1-12 only. The rest is optional if you’re interested.

5. September 29 – Redeveloping the Central City (1920s-1960s)

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: “About the Master Plan” (Detroit: Detroit City Plan Commission, 1951).

6. October 6 – The Urban Crisis (1960s-1970s)

1. Thomas J. Sugrue, “Introduction,” *The Origins of the Urban Crisis* (Princeton, NJ: Princeton University Press, 1996), 3-14.
2. June Manning Thomas, “Revisioning Urban Renewal” and “Rising from the Fire,” in *Redevelopment and Race: Planning a Finer City in Postwar Detroit*, revised edition (Detroit: Wayne State University Press, 2013), 103-124 and 127-147.

7. October 13 – Planning for Equity and Inclusion (1970s-2020s)

1. Eric Damian Kelly, “Involving Citizens in Making a Plan,” *Community Planning: An Introduction to the Comprehensive Plan*, 2nd ed. (Washington: Island Press, 2010), 91-105.
2. *Case Study*: Cleveland City Planning Commission, “Cleveland Policy Planning Report,” (Cleveland, OH: Cleveland City Planning Commission, 1975), 7-25.
3. *Case Study*: Claire Foran, “How to Design a City for Women,” *Citylab*, September 16, 2013, <https://www.citylab.com/transportation/2013/09/how-design-city-women/6739/>.
4. *Case Study*: Three-part interview with Eva Kail on “gender mainstreaming” in Vienna

8. October 20 – Sustainable Land Use (1970s-2020s)

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. “The Charter of the New Urbanism,” Congress for the New Urbanism, adopted 1996, <https://www.cnu.org/who-we-are/charter-new-urbanism>.
3. 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.
4. *Case Study*: City of Ferndale Planning Commission, “Introduction,” *City of Ferndale Master Plan* (Ferndale: City of Ferndale, 2017), 1-31.

9. October 27– Planning a Postindustrial Economy (1970s-2020s)

1. Chloe E. Taft, “Deindustrialization and the Postindustrial City, 1950–Present,” *Oxford Research Encyclopedia of American History*, June 2018.
2. Edward J. Blakely and Nancy Green Leigh, “Local Economic Development Strategy,” *Planning Local Economic Development: Theory and Practice* (Los Angeles: SAGE, 2010), 211-234.
3. *Case Study*: City of Ferndale Planning Commission, “Economic Vitality,” *City of Ferndale Master Plan* (Ferndale: City of Ferndale, 2017), 86-104.

Part II. Planning Today in a Legacy City Context

10. November 10 – Legacy Cities in Comparative Context

1. Alan Mallach and Lavea Brachman, *Regenerating America's Legacy Cities* (Cambridge, MA: Lincoln Institute of Land Policy, 2013), 2-10 and 24-43.
2. Jason Hackworth, "Why There Is No Detroit in Canada," *Urban Geography* 37, no. 2 (2016): 272-295, doi: 10.1080/02723638.2015.1101249.
3. Maxwell Hartt and Jason Hackworth, "Shrinking Cities, Shrinking Households, or Both?," *International Journal of Urban and Regional Research*, November 10, 2018, doi:10.1111/1468-2427.12713.

11. November 17 – Guest Speaker #1: Dr. Missy Stults, Sustainability and Innovations Manager for the City of Ann Arbor

1. "A2Zero Carbon Neutrality Plan & Office of Sustainability and Innovations FY21 Budget," March 30, 2020, <https://www.youtube.com/watch?v=2YEuk2b2R5s>.
2. "A2Zero: Ann Arbor's Living Carbon Neutrality Plan," Ann Arbor, April 2020, 5-20 and 122. You can skim the remainder to familiarize yourself with the various strategies.
3. Michael Betzold and John Hilton, "Missy Stults: Attacking the Climate Emergency," *Ann Arbor Observer*, March 2020.
4. Optional: "Executive Summary" and "Policy Solutions," *Climate Change Impacts on the Great Lakes* (Chicago: Environmental Law and Policy Center, 2019).

12. November 24 – Guest Speaker #2: Hank Kelley, Transportation Planning & Programs Supervisor for the City of Grand Rapids

Readings TBA

13. December 1 – Guest Speaker #3: Jermaine Ruffin, Director of Development, West Region, for the City of Detroit, Planning and Development Department

Readings TBA

14. December 8 – Guest Speaker #4: Meagan Elliott, Chief Parks Planner for the City of Detroit, General Services Department

Readings TBA

Note: A short reflection on the course will be due by midnight on Sunday, December 13.