

Wayne State University
Department of Urban Studies & Planning

UP 5110: Urban Planning Process

Instructor	Patrick Cooper-McCann (cooper@wayne.edu)
Course Info	Fall 2022, CRN: 10647, 3 credits
Class Sessions	5:30 to 8 pm on Tuesdays in 266 Manoogian Hall
Format	Lecture/seminar

Office Hours

Please approach me before or after class with any questions you may have. For a longer conversation, email me to arrange a time to talk. I'm available to discuss the course, the urban planning program, Detroit, or your career. Late afternoons (around 3 pm) are best for me, but I'm flexible. We can talk on the phone or Zoom, or we can meet on campus.

Course description

This course introduces the practice of urban planning in the United States, with a special focus on the distinct challenges and opportunities that professional planners encounter in “legacy cities” like Detroit. The first half of class will review the development of American cities and the evolution of urban planning as a profession. Students will learn how planning has shaped metropolitan America and how planners’ goals and methods have evolved in response to different crises. The second half of class will highlight contemporary approaches to planning. Topics will include equity planning, participatory planning, managing metropolitan development, economic development, transportation planning, the climate crisis, public health, and responding to population loss.

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).

Both books are available in hard copy and online through Wayne State Library.

Campus health policy

You must complete a Campus Daily Screener each day before coming to campus. You must also comply with the campus vaccine mandate, which requires two doses of an mRNA vaccine such as Moderna or Pfizer or one dose of the J&J vaccine, followed by one booster as well as the influenza (flu) vaccination. The booster is due five months after the initial series. Masks must be worn at all times inside the classroom. For ongoing updates to the campus health policy, please see <https://wayne.edu/coronavirus>.

Technology requirements

In-person lectures will be recorded using either Echo360 or Zoom. It is also possible that one or more sessions of this class will need to be held remotely (e.g. if the instructor tests positive for covid or if a guest lecturer prefers to meet remotely). In that case, we will meet 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. Please note that if/when we meet on Zoom, students are expected to turn their cameras on during class discussions.

Assessment and due dates

1. Participation (10%)

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

2. Plan Analysis Part 1 (10%)

Students will concisely describe a plan and the process by which it was prepared. This assignment will be shared September 7 and be due by midnight on Sunday, October 2.

3. Midterm Exam (30%)

The midterm will be a written, take-home exam. The questions will be shared after class on October 18. The exam must be returned by midnight on Sunday, October 23.

4. Plan Analysis Part 2 (10%)

Students will analyze and critique the plan from an equity perspective. This assignment will be shared October 25 and be due by midnight on Sunday, November 6.

5. Plan Analysis Part 3 (10%)

Students will write a letter recommending changes or additions to the existing plan. This assignment will be shared November 8 and be due by midnight on Sunday, November 20.

6. Final Exam (30%)

The final will be a written, take-home exam. The questions will be shared after class on December 6. The exam must be returned by midnight on Sunday, December 11.

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. Students who use the Writing Center may receive 1% extra credit on writing assignments.

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 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 talk with you privately to arrange 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. August 30 – Course Overview

1. Eric Damian Kelly, "Introduction to Planning," *Community Planning: An Introduction to the Comprehensive Plan*, 2nd ed. (Washington: Island Press, 2010), pgs. 29-37 only.
2. "AICP Code of Ethics and Professional Conduct," American Planning Association, revised April 1, 2016, <https://www.planning.org/ethics/ethicscode/>, pgs. 1-3 only.

3. “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 11.

Part I. The Evolution of Urban Planning in the United States

2. September 6 – The Origins of Urban Planning (1800s)

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. Watch Emily Talen’s 58-minute lecture: “New Urbanism 101: The History of Planning,” Congress for New Urbanism, May 14, 2015. If you’d like, you can increase the playback speed to 1.25: <https://www.youtube.com/watch?v=YhVSrCWvR4k>.

3. September 13 – The Comprehensive Plan (1900-1910)

1. Jon A. Peterson, “The Outburst of Great Civic Schemes, 1902-1905,” in *The Birth of City Planning in the United States, 1840-1917* (Baltimore, MD: The John Hopkins University Press, 2003), 151-174.
2. Daniel H. Burnham, Edward H. Bennett, and Charles Moore, “Chapter VIII. The Plan of Chicago,” *Plan of Chicago* (Chicago: The Commercial Club, 1909), 119-124. Note: Page 119 in the document corresponds to page 233 in the PDF file on HathiTrust.
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. Unfortunately, the diagrams were not scanned properly, but do your best to read them.

4. September 20 – 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. 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.

3. Case Study: Detroit City Plan Commission, *A Building Zone Plan for Detroit* (Detroit, MI: City Plan Commission, 1919).

4. Case Study: Zoning Map & District Descriptions, City of Ferndale, Oakland County, MI. 2018. If you’d like, you can also skim the complete zoning code on Canvas.

5. September 27 – Regulating New Development (1920s-1960s)

1. Eric Damian Kelly, “Decisions That Change the Land,” *Community Planning: An Introduction to the Comprehensive Plan*, 2nd ed. (Washington: Island Press, 2010), 157-161.

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. Eric Damian Kelly, “Planning for Parks, Open Spaces, and Green Infrastructure,” *Community Planning: An Introduction to the Comprehensive Plan*, 2nd ed. (Washington: Island Press, 2010), 247-261.

6. October 4 – 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).

7. October 11 – The Urban Crisis (1960s-1970s)

1. Jane Jacobs, “Introduction,” *Death and Life of Great American Cities* (New York: Vintage Books, 1961), 3-25.

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.

3. Thomas J. Sugrue, “Introduction,” *The Origins of the Urban Crisis* (Princeton, NJ: Princeton University Press, 1996), 3-14.

The midterm exam will be due by midnight on Sunday, October 24.

Part II. Planning Today in a Legacy City Context

8. October 18 – Equity Planning

1. Norman Krumholz, Janice M. Cogger, and John H. Linner, “The Cleveland Policy Planning Report,” *Journal of the American Planning Association* 41, no. 5 (1975): 298-304.
2. *Case Study*: Cleveland City Planning Commission, “Cleveland Policy Planning Report,” (Cleveland, OH: Cleveland City Planning Commission, 1975), 7-25.
3. Myron Orfield, “Metropolitcs and Fiscal Equity,” in Richard T. LeGates and Frederic Stout, eds., *The City Reader*, 6th edition (New York: Routledge, 2015), 338-356.

9. October 25 – Inclusive and Participatory Planning

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*: Watch video (5 minutes 30 seconds): “Introducing the Toronto Planning Review Panel,” Toronto City Planning, January 29, 2016.
3. 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

10. November 1 – Smart Growth and New Urbanism

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

11. November 15 – “Postindustrial” Economic Development

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.

12. November 22 – Mobility and Accessibility

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.

13. November 29 – Confronting the Climate Crisis

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).

14. December 6 – Legacy Cities in Comparative Context

1. Patrick Cooper-McCann, “The Shrinking City in Regional Perspective: Population and Household Loss in Metropolitan Detroit, 1900-2020,” article under review, 2021.

2. 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.

3. Jason Hackworth, "Why There Is No Detroit in Canada," *Urban Geography* 37, no. 2 (2016): 272-295, doi: 10.1080/02723638.2015.1101249.

The final exam will be due by midnight on Sunday, December 11.