

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

**UP 6510 - Urban and Regional Systems**  
**Fall 2020**  
**Monday, 5:30 – 8:00pm**

Prof. Andrew Guinn  
3213 Faculty/Administration Building  
Phone: 313-577-8711  
E-mail: arguinn@wayne.edu  
Office Hours: 4:00-5:30 Tuesday & by appt.

**COURSE OVERVIEW**

A city government's central development needs are for jobs, investments, and tax revenues to support government services. The basic question, of how can a city's intervention best be utilized to maximize fulfillment of those needs, is rarely posed explicitly in the day-to-day process of governing. Rather, city government's options are often limited to those with which private companies, including developers, will cooperate. Low-income communities generally, and minority communities most specifically, have often been the victims of resultant policies. This problem and its consequences for cities and planning constitute the central focus of this course.

This course will examine the city and region as a political economy — a matrix of economic, political and social forces that are at play across space, contesting the allocation of costs and benefits generated through urban growth (economic and spatial) and by government policies. We will examine these issues within the context of the historical transformations of cities and regions, primarily but not exclusively in the United States, with particular emphasis on legacy cities. We will use directed readings, policy debates, and case studies to examine these shifts and how our understanding of the key problems has evolved over time. A thorough understanding of this context is crucial, since a key issue in the study of cities, and of planning, is locating the degrees of autonomy available to municipal governments and social actors – why autonomy is often limited, and the conditions under which it can be purposefully built and deployed.

The course has two components. The first addresses the evolution of cities and urban systems over time, from both a theoretical and an historical perspective, from the era of colonial settlement through the industrial age and into the early 21<sup>st</sup> Century. What explains the growth and decline of cities, and of communities within them, during these periods? The second portion goes into depth about the new areas of challenge and explores recent directions in policy thinking. Since the end of WWII, a variety of federal and municipal policies have sought to strengthen the economic base of central cities, including emphases on minority communities. We will evaluate the track record of these efforts and consider some emerging ideas that address the contemporary conjuncture of globalization, decentralization, and technological change – as well as the unfolding Covid-19 pandemic. What works and why? What does not and why not?

## LEARNING OUTCOMES

Students who successfully complete the course will be able to:

- \*Describe the development of the urban system in the U.S. over the past two centuries, including both the internal spatial structure of metropolitan areas and the relationships among them;
- \*Explain how key economic, demographic, technological, and policy changes influenced the spatial and economic changes in the urban system over time;
- \*Assess how those same forces have led to unequal access to housing and economic opportunities for many low-income and minority urban residents;
- \*Identify major policy approaches that have tried in the post-WWII period to improve conditions in cities threatened by decline and assess their efficacy;
- \*Assess proposed approaches to improving conditions and access to opportunities for disadvantaged residents, including their possible effects and challenges of implementing them.

## READINGS

Reading assignments are detailed in the attached syllabus. All readings are required unless otherwise noted. One book will be used extensively and is recommended for purchase. New and used copies in good condition are in stock in the WSU bookstore, which also has copies for rent. New and used copies are also readily available on-line:

Daniel R. Fusfeld and Timothy Bates. *The Political Economy of the Urban Ghetto*. (Carbondale, IL: Southern Illinois University Press, 1984).

A number of the assigned readings are drawn from volumes that have become classics in the field. If you are trying to build a good urban library, you might consider purchasing those that you can find on-line at reasonable prices. Good candidates include:

Sam Bass Warner. *The Urban Wilderness: A History of the American City*. (Berkeley: University of California Press, 1972).

Bernard Frieden and Lynne Sagalyn. *Downtown Inc.: How America Rebuilds Cities*. (Cambridge, MA: MIT Press, 1989).

Thomas Sugrue. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. (Princeton, PA: Princeton University Press, 1996).

All readings other than those from Fusfeld and Bates will be available on Canvas.

## COURSE REQUIREMENTS AND POLICIES

Each student is expected to complete all required readings; write two papers on assigned topics; write a mid-term examination and a final examination; and attend and regularly participate in class.

The two papers will focus on major topics covered in the two major sections of the course. The first paper, due October 19, will analyze the rise and decline of industrial cities. This is not research paper for which you should seek out materials that go beyond those covered in the course. The second paper, due December 7, will analyze a contemporary urban development strategy that we don't cover in class. This will require some light outside research, but the focus will be on creative synthesis and contextualizing the strategy with respect to the materials covered in the readings and in class. This makes writing the papers excellent preparation for the exams. The papers will each have a page limit; the specifics of your paper assignments will be further discussed in class.

Late papers will be accepted up to seven days beyond the due date, but they will be penalized one grade. Papers received more than a week late will receive a failing grade unless the student has made arrangements in advance and can document a serious extenuating circumstance.

The mid-term will consist of conventional essay questions testing your knowledge of the material covered in class and in the assigned readings. It will be held during class time on October 26 and will cover all the material completed prior to the test.

The final exam will have a similar character and will cover material from the entire course, with an emphasis on the second part of the course, especially public policy. It will be held during class time on December 14.

Grades will be based on the papers, the exams, and the quality and regularity of class participation, weighted as follows:

Two papers, each worth 20% of the grade:	40%
Mid-term exam	25%
Final	25%
Participation	10%

Students with more than 3 unexcused absences will receive a reduced grade in the course. Absences cannot be excused after the fact.

**Incompletes will not be granted to students as a matter of right.** Incompletes must be requested in writing before the date of the final exam; requests must specify a date for completing the course work as well as a reason for requesting the incomplete. Incompletes will only be granted if circumstances beyond the control of the requesting individual are identified and verified. (See also discussion of grades in the Graduate Bulletin.)

### **NOTE REGARDING COVID-19**

This course is taking place in the context of a historic, global pandemic, and the attendant public health risks compel several adaptations to the standard in-person classroom format. We will be conducting our weekly meetings via Zoom conference call, using WSU's Zoom platform. I will post links to all of the meetings on the Canvas page. Meetings on Zoom, access via canvas. I will

record the meetings, but my expectation is for everyone to attend class and participate in discussions using their microphone or the chat box. Video is encouraged, but not required. All quizzes and the final exam will be administered digitally, probably via email.

Since we are doing everything remotely, I worry that it could be especially easy to feel isolated in the course or get lost in the material. The online format works well for some people and for some purposes, but not for others. Please let me know as soon as possible if you lack the technology to fully participate or have any questions or doubts about fully accessing meetings and materials. I encourage you to reach out, a lot, to me and to your classmates. We all want you to succeed in the class. I will hold weekly office hours Tuesdays 4:00-5:30pm, during which I will stay logged in to my Zoom meeting room (you can access this using my Zoom ID 324 704 2786). I am happy to find another time to speak with you, including evenings.

## STANDARDS OF STUDENT CONDUCT

Academic work, like the practice of professional planning, is governed by standards of ethical conduct. **All written work that carries your name is to be your individual, original work.** Plagiarism of any kind will result in a failing grade on the assignment in question and, depending on the severity of the situation, may lead to a grade of F in the course. If you are uncertain about what constitutes plagiarism, ask the instructor before engaging in the questionable behavior and/or consult the guidance provided in the University's policy statement on academic integrity at: <https://doso.wayne.edu/conduct/academic-misconduct>. This website includes a link to the Student Code of Conduct.

It will often be useful for you to incorporate the ideas of others in your work, and you may sometimes even elect to use their words, but you should do so only with proper attribution. Cite all sources (including internet) for facts and ideas used in papers at the point in the text where information is used (not simply at the end in "references"). Exact passages extracted from the work of others must appear in quotation marks, and your reference should include the page number on which the quotation or the specific facts referenced appears. If you are not familiar with the proper way to cite the works of others, you should consult a good style guide.

*A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers* by Kate L. Turabian, et al., 2018 is a very good one that is inexpensive and widely available.

A "quick guide" version of this manual can be found at

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html).

The university library also provides electronic access to several style guides. The portal is <https://guides.lib.wayne.edu/c.php?g=174854&p=1151447>; use the American Psychological Association (APA) rather than the MLA format since it is closer to the formatting commonly used in urban planning publications.

All papers should be professionally written. If you do not have a good style guide, two good ones, well worth the modest investment, are:

Natalie Macris, *Planning in Plain English*, Planners Press, 2001.

William Strunk, Jr. and E.B. White, *The Elements of Style*, any edition; note that some later editions include additional authors.

## **STUDENTS REQUIRING ACCOMMODATION**

If you have a documented disability that requires accommodation , you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours or at another agreed upon time to discuss your needs. 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. Also see:

<http://studentdisability.wayne.edu>

To register with Student Disability Services, you may complete the online registration form at: [https://wayne-accommodate.symplicity.com/public\\_accommodation/](https://wayne-accommodate.symplicity.com/public_accommodation/)

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

## **CLASS SCHEDULE**

### Part I – The Rise and Decline of the Industrial City

Week 1 – September 14	The Commercial City Becomes the Industrial City
Week 2 – September 21	The Age of the Industrial City
Week 3 - September 28	The Urban Ghetto & Black Metropolis
Week 4 – October 5	Post-War Demographic Change: Suburban Development & The Making of the Second Ghetto
Week 5 – October 12	Economic Restructuring & Decentralization of the Industrial City
Week 6 – October 19	The New Urban Landscape – Into the 21 <sup>st</sup> Century <b>Paper #1 Due</b>
Week 7 – October 26	<b>Mid-term Examination</b>

### Part II – Urban Development Strategies in Post-Industrial Urban America

Week 8 – November 2	i) Urbanization in Brazil: Comparative Lessons on Urban Inequality and Opportunity ii) Central Business District Redevelopment – Malls, Stadia, and Other Saviors
Week 9 – November 9	Growing the Region: Business Formation and Acceleration
Week 10 – November 16	Minority Business Development
Week 11 – November 23	Reframing the Issues: The Metropolitan Region I
Week 12 – November 30	Reframing the Issues: The Metropolitan Region II
Week 13 – December 7	Legacy Cities: Assessing the Paradigm - <b>Paper #2 Due</b>
Week 14 - December 14	<b>Final Examination</b>

## ***SCHEDULE OF READINGS***

### **Part I – The Rise and Decline of the Industrial City**

#### **September 14 - Introduction – The Commercial City Becomes the Industrial City**

Barry Bluestone, Mary Huff Stevenson, and Russell Williams. *The Urban Experience: Economics, Society, and Public Policy*. (Oxford: Oxford University Press, 2008), Ch.3 (pp. 61-96).

Please view “Chicago: City of the Century”, Part I, before class. It is about one hour and twenty minutes long. The video is available online: <https://www.youtube.com/watch?v=BI1C9WP1T1E>  
The information through about minute 40 are most relevant for this week; the remainder feeds into the next week’s session on large-scale industry.

Throughout the course, our discussions will include consideration of tables, figures and other graphics. All such supplemental materials can be found on Canvas, in the same folder as the assigned readings. You will find it helpful to have them accessible during class, and to review them before we meet. This week we will look at Table 1 from Sam Bass Warner’s *The Urban Wilderness*, and several images of the colonial city.

#### **September 21 - The Age of the Industrial City**

Warner, *The Urban Wilderness*, Ch. 4 (pp. 85-112).

Fusfeld and Bates, Ch. 2 and 3 (pp. 12-36).

James N Gregory, *The Southern Diaspora: How the Great Migrations of Black and White Southerners Transformed America*. (Chapel Hill: University of North Carolina Press, 2005), Ch 1. Like Bluestone, et al, this chapter covers material that spans several classes. It begins with an overview of the period 1900-1970, and then breaks that period down into phases. If you have time, read pp. 11-28 (the overview and Phase 1) for this class; however, the readings for this week are dense, so if you are pressed for time, focus on Figure 1.1 and Phase 1 (pp. 23-28) and go back to the overview for the next class.

Du Bois, W.E.B. *The Philadelphia Negro: A Social Study*. (New York: Schocken Books, 1899/1967 ed.), Selections from Ch. 5 and Ch. 8. This report is the first great work of social science in the United States and the best available account of how Black residents were incorporated in a northern, industrializing city in the late 19<sup>th</sup> Century. For Ch. 5, focus on pp. 58-62 (including the maps). For Ch. 8, focus on pp. 97-111.

#### **Optional Readings:**

For more on the growing Black population, and its social and political organization, in industrial cities, I recommend reading further within W.E.B. DuBois’s *Philadelphia Negro*, especially

Chapters 3, 4, 11, 12, and 15. For more information on the corporate and organizational dimensions of the mass production/mass distribution economy, see Alfred D. Chandler, Jr., *The Visible Hand: The Managerial Revolution in American Business* (Boston: Belknap Press, 1977), Ch. 7 Mass Distribution, Ch. 8 Mass Production and Ch. 11 Integration Completed. Like other readings marked “optional”, these chapters are *not* required for discussion, assignments or exams, but I will draw on them in the lecture. They available on Canvas if you are interested and complement the Warner readings.

## **September 28 - Urban Ghetto, Black Metropolis**

James N. Gregory, *The Southern Diaspora*, Ch. 1; read any portions of the chapter you skipped for the last class, and feel free to skim the personal stories. You should plan to review pp. 32-41 next week, since it is relevant to the portion of our class on October 1 that deals with the second ghetto.

Fusfeld and Bates, Ch. 4, 5, and 6 (skim Ch 6). [30pp]

Sugrue, Ch. 2.

Drake, John Gibbs St. Clair and Horace R. Clayton, *Black Metropolis: A Study of Negro Life in a Northern City*.

### Optional Readings:

Black Metropolis is available in full for online review through WSU Libraries. For information related to this course’s themes of housing, jobs, and social development, see: Introduction, Chapters 8 Black Ghetto, Chapter 9 Job Ceiling, Chapter 14 Bronzeville.

## **October 5 – Post-War Demographic Change: Suburban Development & The Making of the Second Ghetto**

Arnold R. Hirsch, *Making of the Second Ghetto: Race & Housing in Chicago, 1940-1960*. (Chicago: University of Chicago Press, 1998), Ch. 1; the first part of the chapter reviews material covered in the last two classes; for this class, focus on pp. 22-39.

NOTE: Gregory, pp. 32-41, initially assigned on Sept. 23, is also relevant here.

Kenneth T. Jackson. *Crabgrass Frontier: The Suburbanization of the United States*. (New York: Oxford University Press, 1985), Ch. 11.

Film: “Building the American Dream: Levittown”.

### Optional Readings:

I will present a brief case study of economic and residential segregation in Durham, North Carolina during this meeting. This will draw, in part, on Leslie Brown, *Upbuilding Black*



*Durham: Gender, Class and Black Community Development in the Jim Crow South* (Chapel Hill: University of North Carolina Press, 2008). The Introduction and Ch. 8 are on Canvas. I am also posting Andrew Whittemore, "The role of racial bias in exclusionary zoning: The case of Durham, North Carolina, 1945–2014" *Economy and Space*, 2018, Vol. 50(4).

## **October 12 – Post-War Economic Restructuring & Decentralization of the Industrial City**

Warner, *The Urban Wilderness*, Ch. 5, pp. 113-133. You may also find it helpful to review the final section of the chapter, which uses Los Angeles to illustrate the continuing importance of factors like location, technological change, and capital investment in stimulating the growth of Sunbelt cities, and to note some important contrasts between Los Angeles and the more familiar "Rustbelt" legacy cities. Be mindful that it is more "dated" than the required part of the chapter.

Fusfeld and Bates, Ch. 8.

Bluestone, et al., pp. 114-116 and 483-6.

Frieden and Sagalyn, Ch. 2.

Clarence N. Stone, "Urban Regimes and the Capacity to Govern: A Political Economy Approach," in *Journal of Urban Affairs*, Vol. 15, no. 1, 1993, pp. 1-28. Pay particular attention to the introduction and pp. 17-26.

Class discussion will include consideration of tables about employment change from a variety of authors. These tables are on Canvas; you may find it helpful to have them available in class.

### Optional Readings:

For more information on the political economic origins of the crisis of mass production in the 1970s and private responses to it, see Michael J. Piore and Charles F. Sabel, *The Second Industrial Divide: Possibilities for Prosperity* (New York: Basic Books, 1984). Chapter 8 The Mass Production Economy in Crisis and Chapter 9 Corporate Responses to the Crisis are on Canvas. The reading is optional; I will draw on the authors' arguments in the lecture.

## **October 19 - The New Urban Landscape: Uneven Development into the 21<sup>st</sup> Century**

**\*\*PAPER #1 is due\*\***

William H. Frey, "Population Growth in Metro America since 1980: Putting the Volatile 2000s in Perspective." Metropolitan Policy Program, Brookings Institution, March 2012.

Richard Deitz, Regional Economic Press Briefing, Federal Reserve Bank of New York, May 30, 2012. A few pages of this are specific to the states in the region covered by the NY branch of the Federal Research, but you will observe that the broad patterns across states are quite similar, and capture major trends common to much of the "Rustbelt".

Bluestone, et al., pp. 123-133.

Robert E. Lang and Arthur C. Nelson, "The Rise of the Megapolitans," *Planning*, January, 2007, pp. 7-12.

Florida, Richard. The World is Spiky. *The Atlantic*, October 2005, pp. 48-51.  
<http://www.theatlantic.com/past/docs/images/issues/200510/world-is-spiky.pdf>

Patrick Sharkey, *Stuck in Place: Urban Neighborhoods and the End of Progress Toward Racial Equality*, (Chicago: University of Chicago Press, 2013), Ch. 2 The Inheritance of the Ghetto.

Class discussion will also include visual material, including tables, from a number of authors. They are available on Canvas.

## **October 26 MID-TERM EXAM**

**Part II – Urban Redevelopment Strategies in Post-Industrial Urban America – NOTE that the schedule for this section of the class is subject to change, pending the availability of a guest speaker.**

### **November 2 - Central Business District Redevelopment – Malls, Stadia, and Other Saviors**

Frieden and Sagalyn, Ch. 6, 7 and 13.

Mark S. Rosentraub. *Major League Losers: The Real Cost of Sports and Who's Paying For It*. (New York: Basic Books, 1997). Ch.1.

Mark S. Rosentraub. *Major League Winners: Using Sports and Cultural Centers as Tools for Economic Development*. (Boca Raton, FL: CRC Press, 2010), Ch 4. (Feel free to skim initial pages; focus your attention on pp. 107 ff.)

Heywood Sanders, "Space Available: The Reality of Convention Centers as Economic Development Strategy". Brookings Institution Research Report, 2005. Read Sections I, IV, and VI. Skim Sections II (the charts tell the basic story), III, and V.

#### Optional Readings:

A core theme of Part I of this course is the relationship between the development of urban systems and consistently negative impacts on minority communities in the US. While these processes and outcomes are systematic, they do not generalize globally. I will present a brief historical overview of race relations and urbanization in Brazil, another country with stark racial inequalities, to illustrate the contingency of the US case. For those interested in reading more, I am posting Edward Telles, *Race in Another America: The Significance of Skin Color in Brazil* (Princeton: Princeton University Press, 2004), Chapter 5 Racial Inequality and Development and Chapter 8 Residential Segregation.

## **November 9 – Growing the Region – Business Formation and Acceleration**

Michael Porter, "Location, Competition, and Economic Growth: Local Clusters in a Global Economy", *Economic Development Quarterly*, Vol. 14, No. 1, 2000, pp. 15-34.

Joseph Cortright, *Making Sense of Clusters: Regional Competitiveness and Economic Development*. Washington, DC: Brookings Institution Metropolitan Policy Program Discussion Paper, 2006 – Ch. 3.

Eric Stokan, Lyke Thompson, and Robert J Mahu. "Testing the Differential Effect of Business Incubators on Firm Growth," *Economic Development Quarterly*, 2015, pp. 317-27.

Lisa J. Servon and Timothy Bates, "Microenterprise as an Exit Route from Poverty: Recommendations for Programs and Policy Makers," *Journal of Urban Affairs*, Vol. 20, No. 4, 1998, pp. 419-41.

## **November 16 – Minority Business Development**

Timothy Bates, "The Urban Development Potential of Black-Owned Businesses," *Journal of the American Planning Association*, Vol. 72, No. 2, 2006, pp. 227-38.

Timothy Bates, "Alleviating the Financial Capital Barriers Impeding Business Development in Inner Cities," *Journal of the American Planning Association*, Vol. 76, No. 3, 2010, pp. 349-62.

Timothy Bates & Alicia Robb, "Impacts of Owner Race and Geographic Context on Access to Small-Business Financing," *Economic Development Quarterly*, 2015, pp. 1-12.

Johnson Jr, James H., Grover C. Burtney III, and Kevin Ghorm. "Economic globalization and the future of Black America." *Journal of Black Studies* 38, no. 6 (2008): 883-899.

## **November 23 – Reframing the Issues: The Metropolitan Region I**

NOTE: the best order to read these is J&R, Orfield Ch 1, Rusk, Orfield Ch 6.

Dennis R. Judd and David Brian Robertson, "Urban Revitalization in the United States: Prisoner of the Federal System." In Michael Parkinson and Dennis R. Judd (eds.), *Regenerating the Cities: The U.K. Crisis and the U.S. Experience*. (Boston: Scott, Foresman/Little, Brown, 1988), Ch. 2.

David Rusk. *Inside Game, Outside Game: Winning Strategies for Saving Urban America*. (Washington, D.C.: Brookings Institution Press, 1999), Ch. 7; skim early pages, focus on pp. 135-45.

Myron Orfield, *Metropolitics: A Regional Agenda for Community and Stability*. (Washington, D.C.: Brookings Institution Press, 1997), Ch. 1 and 6.

In class we will view and discuss the film: *Portland: Quest for the Liveable City* (Cambridge MA: Lincoln Institute of Land Policy, 2009). Students who miss this class are responsible for viewing the film independently; it is on two-day reserve in Adamany Library.

### **November 30 – Reframing the Issues: The Metropolitan Region II**

Rusk, Chapters 9, 11, and 13.

### **December 7 – Legacy Cities – Assessing the Paradigm**

**\*\*PAPER #2 is due\*\***

George Galster, "Why Shrinking Cities Are Not Mirror Images of Growing Cities: A Research Agenda of Six Testable Propositions," *Urban Affairs Review*, 2017, pp. 1-18.

Reese, Laura A., Jeanette Eckert, Gary Sands, and Igor Vojnovic. "'It's safe to come, we've got lattes': Development disparities in Detroit." *Cities* 60 (2017): 367-377.

### **December 14 – FINAL EXAM**