

Wayne State University
Department of Urban Studies & Planning

UP 6680: Neighborhood Decline and Revitalization

Instructor Patrick Cooper-McCann (cooper@wayne.edu)

Course Info Winter 2024, CRN: 21449, 3 credits

Class Sessions 5:30 to 8 pm on Tuesdays in 4114 State Hall

Format Seminar

Office Hours

I'm available to talk about the class, the urban planning program, Detroit, your career, or related topics. Please email me to arrange a time to talk. I'm available most afternoons. I'm also available to answer quick questions immediately after each class.

Course description

This course examines why neighborhoods decline and how plans and policies can be specified and implemented for neighborhood improvement. Students will consider what neighborhoods are; what functions they play; why they can change in terms of income levels, racial composition, physical conditions, commerce, public services, and social interrelationships; and how the livability of neighborhoods changes in response. Students will then evaluate a variety of policy options for responding to income stratification, racial segregation, and physical deterioration. A group project will challenge students to diagnose the origins and consequences of neighborhood change and develop effective prescriptions for revitalizing neighborhoods and forestalling their decline.

Learning objectives

Students who successfully complete this course will be able to do the following:

- Discuss the influence of neighborhoods on individual and community wellbeing
- Understand and apply the housing submarket model to elucidate the causes and processes of neighborhood change
- Understand the forces that affect neighborhood vitality and produce patterns of spatial inequality, and analyze the various policy options for responding
- Locate and analyze data to diagnose the condition and trajectory of a particular neighborhood and prescribe appropriate policy prescriptions to improve it
- Work collaboratively to produce a professional planning report

Required readings

All readings will be posted on Canvas and are listed in preferred order of reading. Some readings are assigned more than once. Readings are required unless marked optional.

Attendance policy

This is an in-person course, and in-person attendance is required. However, all lectures will be recorded. The recordings will be posted to Canvas as a resource for studying. The recordings may not be downloaded or shared with anyone outside of the class. Students should also be prepared to meet on Zoom if necessary due to a snow day or if the professor is ill. To participate on Zoom, students 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.

Assignments and due dates

This course has three major requirements: class participation, an exam, and a six-part Neighborhood Plan assignment. In total, you will receive eight grades:

1. Participation = 20% of final grade

Participating in class improves your learning. It also gives your classmates the chance to learn from your insights and experiences. Participation will be graded based on 1) class attendance, 2) engagement in class discussions, 3) completion of a required survey, and 4) submission of discussion posts prior to each class. Students may have one excused absence without penalty, and they may skip one discussion post without penalty.

2. Neighborhood Plan = 45% of final grade

Student teams will analyze how a Detroit neighborhood is changing and then outline how the city should plan in response. The assignment has six graded components. The full instructions will be shared in class on January 23. The due dates are as follows:

- a. Individual Tract Analysis Part 1 = 2.5% (due on 2/4)
- b. Individual Tract Analysis Part 2 = 2.5% (due on 2/18)
- c. Team Plan = 4% (due on 3/3)
- d. Half Draft of the Final Report = 3% (due 3/24)
- e. Full Draft of the Final Report = 3% (due 4/7)
- f. Final Presentation = 10% (5:30 to 8 pm on 4/23)
- g. Final Report = 20% (due 4/28)

3. Exam = 35% of final grade (shared on March 6; due on March 12)

A short answer / essay exam will require students to synthesize and reflect on the theoretical and conceptual elements from the first half of the course.

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 (SDS) for coordination of your academic accommodations. Please visit <https://studentdisability.wayne.edu> to register your condition. Once you have accommodations in place, please inform your instructor. 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 WSU. SDS supports students with a variety of conditions, such as mental health disorders, learning disabilities, chronic health conditions, etc.

Statement on academic misconduct

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. Examples of academic misconduct include:

- **Plagiarism:** To take and use another's words or ideas as your own without appropriate referencing or citation.
- **Cheating:** Intentionally using or attempting to use or intentionally providing unauthorized materials, information, or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- **Fabrication:** Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography.
- **Other:** Selling, buying, or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening, or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Course drop/withdrawal information

In the first two weeks of the 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 on Academics. You will receive a mark of W at the time of withdrawal. No withdrawals can be initiated after the deadline. Students enrolled beyond the deadline will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering

course withdrawal should make sure they fully understand all the consequences before taking this step, including speaking with your instructor or advisor. More information on course drops and withdrawals can be found at <https://wayne.edu/registrar>.

Schedule of Readings

Part I: Understanding Neighborhoods and Neighborhood Change

1. January 9 – What Are Neighborhoods?

1. George Galster, “Neighborhoods and Their Role in Creating and Changing Housing,” in *SAGE Handbook of Housing Studies* (2012). Read pages 1-8 and 18-19.

2. January 16 – How Do Neighborhoods Shape Our Lives?

1. Robert J. Sampson, “Placed,” *Great American City: Chicago and the Enduring Neighborhood Effect* (Chicago: University of Chicago Press, 2012), 3-22 only.

2. Patrick Sharkey and Jacob W. Faber, “Where, When, Why, and For Whom Do Residential Contexts Matter? Moving Away from the Dichotomous Understanding of Neighborhood Effects,” *Annual Review of Sociology* 40 (2014): 559-579.

3. Anne R. Pebley and Mary E. Vaiana, *In Our Backyard: How 3 L.A. Neighborhoods Affect Kids’ Lives* (Santa Monica, CA: RAND, 2002), pages 1-4 and 17-24 only.

3. January 23 – Neighborhoods and Housing Submarkets

1. *Investopedia*: “Economics Basics: Demand and Supply.”

2. George Galster, “The Origins of Neighborhood Change,” in *Making Our Neighborhoods, Making Our Selves* (Chicago: University of Chicago Press, 2019), 49-81.

3. Take a look at the handout: “Three Housing Submarket Template”

4. Read the Team Project instructions.

4. January 30 – Neighborhood Downgrading and Upgrading

1. George Galster, “Neighborhoods and Their Role in Creating and Changing Housing,” in *SAGE Handbook of Housing Studies* (2012). Read pages 8-10.

2. George Galster, “Neighborhood Downgrading and Upgrading,” in *Making Our Neighborhoods, Making Our Selves* (Chicago: University of Chicago Press, 2019). Read pages 82-102.

3. Alan Mallach, *Neighborhoods by Numbers: An Introduction to Finding and Using Small Area Data* (Flint, MI: Center for Community Progress, 2017), 6-28. Skim the rest.

5. February 6 – Where and Why Have Neighborhoods Declined?

1. Patrick Cooper-McCann, “The Shrinking City in Historical Perspective: Population, Household, and Housing Loss in Metropolitan Detroit, 1900-2020,” article in progress.

2. Look at maps of shrinkage in Metro Detroit in 2010 census tracts since 1900.

3. Eric Seymour and Joshua Akers, “Decline-Induced Displacement: The Case of Detroit,” *Urban Geography* 44, no. 4 (2023): 591-617.

3. Eric Damian Kelly, “Analysis of Existing Conditions in the Community,” *Community Planning: An Introduction to the Comprehensive Plan*, 2nd ed. (Washington: Island Press, 2010), 61-76.

6. February 13 – Neighborhood Planning

1. *Strategic Neighborhood Fund 2.0* (Detroit, MI: Invest Detroit, 2018), 10-25.

2. Clarence Perry, “The Relation of Neighborhood Forces to the Larger Community: Planning a City Neighborhood from the Social Point of View,” in *Proceedings of the National Conference of Social Work* (Chicago: University of Chicago Press, 1924), 415-421.

3. Emily Talen, “Plan vs. Process: The Case of Neighborhood Planning,” *Built Environment* 45, no. 2 (2019): 173-189.

4. Alan Mallach, *Managing Neighborhood Change: A Framework for Sustainable and Equitable Revitalization* (Montclair, NJ: National Housing Institute, 2008), pages 1-6.

7. February 20 – Addressing Class Stratification

1. Paul A. Jargowsky, *The Architecture of Segregation: Civil Unrest, the Concentration of Poverty, and Public Policy* (New York: The Century Foundation, 2015).

2. Randall Crane and Michael Manville, “People or Place? Revisiting the Who Versus the Where of Urban Development,” *Land Lines* (July 2008): 2-7.

3. Christopher Wheeler and Paul Jargowsky, “Promoting Inclusive Communities: How Cities Can Utilize Local Housing Policy to Combat Economic Segregation,” Johns Hopkins University 21st Century Cities Initiative, June 2018.

8. February 27 – Addressing Racial Segregation

1. Mary Pattillo, “The Problem of Integration,” *The Dream Revisited*, New York University Furman Center, January 2014.
2. Edward Goetz, *The One-Way Street of Integration: Fair Housing and the Pursuit of Racial Justice in American Cities* (Ithaca, NY: Cornell University Press, 2018), 1-62.
4. *Growing Detroit’s African-American Middle Class: The Opportunity for a Prosperous Detroit* (Detroit, MI: Detroit Future City, 2019).

9. March 5 – Addressing Gentrification

1. Nicholas Finio, “Measurement and Definition of Gentrification in Urban Studies and Planning,” *Journal of Planning Literature*, Online First, 2021), pages 1-7 only.
2. Jackelyn Hwang and Jeffrey Lin, “What Have We Learned About the Causes of Recent Gentrification?,” *Cityscape: A Journal of Policy Development and Research* 18, no. 3 (2016): 9-26.
3. Jason Hackworth, “Why Black-Majority Neighbourhoods Are the Epicentre of Population Shrinkage in the American Rust Belt,” *Tijdschrift voor Economische en Sociale Geografie* (2020), OnlineFirst, doi:10.1111/tesg.12419, 1–18.
4. Alan Mallach, *Managing Neighborhood Change: A Framework for Sustainable and Equitable Revitalization* (Montclair, NJ: National Housing Institute, 2008), pages 13-17.

The exam will be shared on March 6 and due on March 12; no class on March 12

Part II: Crafting a Neighborhood Plan (Readings Subject to Change)

10. March 19 – Investing in the Housing Market

1. Alan Mallach, *Managing Neighborhood Change: A Framework for Sustainable and Equitable Revitalization* (Montclair, NJ: National Housing Institute, 2008), pages 7-23.

2. Eric Damian Kelly, “Planning for Housing,” *Community Planning: An Introduction to the Comprehensive Plan*, 2nd ed. (Washington: Island Press, 2010), 313-328.

3. *Multifamily Affordable Housing Strategy* (Detroit, MI: City of Detroit, 2018). 6-15.

11. March 26 – Investing in Commercial Property

1. Marianne Eppig and Lavea Brachman, *Redeveloping Commercial Vacant Properties in Legacy Cities: A Guidebook to Linking Property Reuse and Economic Revitalization* (Greater Ohio Policy Center, May 2014), 1-12 and 75-83.

2. Karl F. Seidman, *Revitalizing Commerce for American Cities: A Practitioner’s Guide to Urban Main Street Programs* (Washington, D.C.: Fannie Mae Foundation: September 2004). 3-21. You may skim the rest, but the entire report is worth reading.

3. Lorlene Hoyt and Devika Gopal-Agge, “The Business Improvement District Model: A Balanced Review of Contemporary Debates,” *Geography Compass* 1, no. 4 (2007), 946-958.

4. Skim: *Detroit Industrial Adaptive Reuse Initiative: Trends and Case Studies in North America and Western Europe* (Detroit, MI: Detroit Future City, 2019).

12. April 2 – Investing in Open Space

1. 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.

2. Detroit Future City, *Achieving an Integrated Open Space Network in Detroit* (Detroit, MI: Detroit Future City, 2016), 5-11 and 35-63.

3. Joan Nassauer and Julia Raskin, “Urban Vacancy and Land Use Legacies: A Frontier for Urban Ecological Research, Design, and Planning,” *Landscape and Urban Planning* 125 (2014): 245-253.

13. April 9 – Investing in People and Services

1. Ann Forsyth and Jennifer Molinsky, “What Is Aging in Place? Confusions and Contradictions,” *Housing Policy Debate* 31, no. 2 (2021): 181-196.

2. Evelyn Israel and Mildred Warner, “Planning for Family Friendly Communities,” *American Planning Association*, November/December 2008, 1-16.

3. “Investing in Us: Resident Priorities for Economic Mobility in Detroit,” University of Michigan Poverty Solutions, September 2020. Selections to be announced.

14. April 16 – Team Project Working Session

No readings. You will receive detailed feedback on your final draft before class.

Final Presentations on April 23, 5:30 to 8 pm; Final Report due on April 28