

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

**UP 6680: Neighborhood Decline and Revitalization**

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

**Course Info** Winter 2022, CRN: 21878, 3 credits

**Class Sessions** 5:30 to 8 pm on Tuesdays via Zoom

**Format** Online synchronous 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. I'm also available to answer quick questions on Zoom immediately after each lecture.

**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 basic 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.

### **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](mailto:helpdesk@wayne.edu). Students who lack adequate hardware or reliable internet access should email the Dean of Students at [doso@wayne.edu](mailto:doso@wayne.edu) or call 313-577-1010 for assistance.

### **Zoom policy**

Students are expected to turn their cameras on during class discussions and any other time they interject to speak. Seeing each other's faces makes it easier to build a sense of community in the classroom. It's helpful if students keep their cameras on while I lecture, too. However, you may turn your camera off temporarily whenever you need to do so.

### **Privacy and confidentiality policy**

All class sessions on Zoom will be recorded, and the videos will be made available on Canvas for the duration of the class. The recordings should not be downloaded or shared with anyone outside of the class. The videos will be deleted at the end of the semester.

### **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 = 15% of final grade (January 11 to April 19)

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 Board posts before class in the second half of the semester. Students may have one excused absence without penalty. If you are not comfortable speaking up in class, consider other avenues for participation, including posting in the chat during class, emailing the professor about topics that interest you, or office hours.

#### 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 after class on February 2. The due dates are as follows:

- a. Individual Tract Analysis Part 1 = 2.5% (due on 2/6)
- b. Individual Tract Analysis Part 2 = 2.5% (due on 2/13)
- c. Team Plan = 4% (due on 2/27)
- d. Half Draft of the Final Report = 3% (due March 27)
- e. Full Draft of the Final Report = 3% (due April 10)
- f. Final Report = 20% (due April 22)
- g. Final Presentation = 10% (5:30 to 8 pm on April 26)

#### 3. Exam = 40% of final grade (shared on March 8; due on March 13)

A multiple choice, short answer, and 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 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](http://www.studentdisability.wayne.edu).

To register with Student Disability Services, complete the online registration form at: [https://wayne-accommodate.symphlicity.com/public\\_accommodation/](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**

### ***Part I: Understanding Neighborhoods and Neighborhood Change***

#### **1. January 11 – 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 18 – 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. 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. 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. January 25 – The Housing Submarket Model of Neighborhood Change**

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. February 1 – Neighborhood Downgrading and Upgrading**

1. George Galster, "Neighborhood Downgrading and Upgrading," in *Making Our Neighborhoods, Making Our Selves* (Chicago: University of Chicago Press, 2019), 82-105.

2. Margaret Dewar and Matthew Weber, "Why Does Widespread Abandonment Occur?" excerpted from "City Abandonment," in Rachel Weber and Randall Crane, eds., *Oxford Handbook of Urban Planning* (Oxford: Oxford University Press, 2012), 563-86.

### **5. February 8 – Finding and Analyzing Neighborhood Data**

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

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

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.

4. Case study to be announced

### **6. February 15 – 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. 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.
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.

## **7. February 22 – Addressing Class Stratification**

1. Paul A. Jargowsky, *Concentration of Poverty in the New Millennium: Changes in Prevalence, Composition, and Location of High Poverty Neighborhoods* (New York: The Century Foundation, 2013).
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 21<sup>st</sup> Century Cities Initiative, June 2018.

## **8. March 1 – Addressing Racial Segregation**

1. Katherine M. O’Regan, “The Fair Housing Act Today: Current Context and Challenges at 50,” *Housing Policy Debate* 29, no. 5 (2019): 704-713.
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. The Introduction is most important, but at least skim chapters 2 and 3 (pages 17-62).
3. Mary Pattillo, “The Problem of Integration,” *The Dream Revisited*, New York University Furman Center, January 2014.
4. Skim: *Growing Detroit’s African-American Middle Class: The Opportunity for a Prosperous Detroit* (Detroit, MI: Detroit Future City, 2019).

## **9. March 8 – 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. Ingrid Ellen, “Can Gentrification be Inclusive?,” in Christopher Herbert, Jonathan Spader, Jennifer Molinsky, Shannon Rieger, eds., *A Shared Future: Fostering Communities of Inclusion in an Era of Inequality* (Cambridge, MA: Harvard Joint Center for Housing Studies, 2018).

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 8 and due on March 13; no class on March 15**

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

**10. March 22 – Neighborhood Planning**

1. 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.

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

3. At least one additional reading to be announced

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

**11. March 29 – 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*, 2<sup>nd</sup> ed. (Washington: Island Press, 2010), 313-328.

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

**12. April 5 – 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).

### **13. April 12 – 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.

### **14. April 19 – 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.

**Final Project due on April 22; Final Presentations on April 26, 5:30 to 8 pm**