

**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 2025, 3 credits, CRN: 10312 or 14042
Class sessions	5:30 to 8 pm on Tuesdays in 1113 State Hall
Format	Lecture/seminar

Office hours

I'm available to discuss the course, the urban planning program, Metro Detroit, or your career plans. For quick questions, please approach me right after class. For a longer conversation, please email me to arrange a meeting. Late afternoons are best for me, but I'm flexible. I can meet you at my office, via Zoom, or over the phone.

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 Metro Detroit. The first half of class introduces the fundamentals of planning practice, including subdivision regulation, zoning, master planning, and redevelopment, with special attention to how these planning tools have shaped the history of communities in Metro Detroit. The second half of class highlights contemporary planning debate. Topics may include equity planning, participatory and inclusive planning, regional planning, economic development, transportation planning, and responding to the climate crisis.

Learning objectives

Students who successfully complete this course will be able to:

- Explain the development of the planning profession in the United States, including fundamental tools like comprehensive plans and zoning
- Explain how planning has shaped the history of communities in Metro Detroit
- 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

Planning Accreditation Board educational outcomes

This course assesses comprehension of the following values, knowledge, and skills in accordance with the Planning Accreditation Board's Amended 2022 Standards:

A1. Diversity, Equity, Inclusion, and Social Justice: Diversity, equity, inclusion and social justice factors that reduce inequities and promote opportunity for all; planning for the needs of all, including historically underserved and under-resourced communities and populations; and reducing inequities through examination of past and current systems and practices.

A2. Sustainability, Resilience, and Climate Justice: Environmental, economic, and social/political factors that contribute to sustainable communities; reduce impacts of climate change; and create equitable, resilient, and climate-adapted futures.

B1a. Planning History and Theory: The evolution and current practice of planning in communities, cities, regions, and nations; how the history of planning has advanced and hindered opportunities for particular peoples, places and communities; expectations about planning outcomes in different local and national contexts; conceptual models about what planning is and how it works; past and present conceptions of the future, including the relationship between planning and the future; the role of planning in responding to the global climate crisis.

B1b. Planning Law and Institutions: Behaviors and structures available to bring about sound planning outcomes; mechanisms and practices for ensuring equitable and inclusive decision-making; legal and institutional contexts within which planning occurs in the U.S. and/or internationally.

B1c. Urban and Regional Development: Political, economic, social, and environmental explanations of and insights on historical, present, and future development; relationships between the built and natural environments and individual and community health and well-being; planning responses to mitigate climate change, reduce risks, and recover from climate-exacerbated impacts; how the movement of people, products, and ideas has affected cities and regions.

B2a. Planning Process and Engagement: Planning process and community and stakeholder engagement; plan creation and implementation; methods of design and intervention to understand and influence the future.

Required readings

All readings will be posted on Canvas and are listed in order of priority.

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.

Assessment

1. Discussion posts = 26% (2% each x 13 posts)

Students will respond to a prompt on Canvas by 4 pm on the day of each class, except for the final session, when the Master Plan Critique will be due. These prompts will typically require you to do some independent research related to the Master Plan Critique. Please read the prompts prior to starting each week's readings so you know what is required and can budget enough time to respond. Discussion posts will be graded for completeness, accuracy, and timeliness. Students may turn in one post late without penalty.

2. Participation (4%)

Full participation requires completing all readings, discussion posts, and assignments on time; attending each class session in full; taking notes on readings, lectures, and class discussions; and actively engaging in class by posing thoughtful questions and comments and participating in group activities. Students may have one absence without explanation.

3. Midterm Exam (25%)

The midterm will be a written, take-home exam. The questions will be shared after class on October 7. The exam must be returned by midnight on October 14. Students enrolled in UP 3530 will complete a different version of the exam than those in UP 5110.

4. Master Plan Critique (20%)

Students will write a letter to a Planning Commission recommending changes or additions to an existing master plan. The letter is due on November 30. Students who edit their letter through the Writing Center prior to submission will receive 1% extra credit.

5. Final Exam (25%)

The final will be a written, take-home exam. The questions will be shared after class on December 2. The exam must be returned by midnight on December 10. Students enrolled in UP 3530 will complete a different version of the exam than those in UP 5110.

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 will be reduced, unless the student requests and receives an extension 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 tutoring sessions Monday to Saturday. 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 (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. Examples 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 or attempting to provide, unauthorized materials, information or assistance in any academic coursework. This includes using artificial intelligence (AI) tools/systems in academic coursework, except where such use has been authorized in advance by the instructor and disclosed through appropriate referencing or citation. Forms of cheating include the following:
 - **Collusion:** Working with other student(s), when told not to do so or other than as authorized by your instructor, to complete any course work, in whole or in part. This includes using messaging services to exchange information or answers to any coursework.
 - **Contract Cheating:** Paying or soliciting an individual, private company, or other source, for the completion of any coursework (e.g., exams, papers, etc.), or parts of coursework. These include essay mills, auction platforms, commercial services for hire, and private parties (family, classmates, former students, tutors, etc.), even if not for money.
 - **Other:** Selling, giving, offering, or stealing all or part of a test or term paper or any other academic assignment or course materials, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening students or instructors, or any other misconduct identified in the course syllabus or elsewhere.
- **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.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University.

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>.

Course Schedule

1. August 26 – 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. William Strunk, Jr., and E.B. White, “Elementary Rules of Usage” and “Elementary Principles of Composition,” *The Elements of Style*, 4th ed. (New York: Allyn and Bacon, 2000).
3. Discussion post #1

Part I. The History and Fundamentals of Planning Practice

2. September 2 – Subdividing Land

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), 1-11 only.
2. Paul Sewick, “Detroit's Ribbon Farms: Shaping the Future Metropolis,” *Detroit Urbanism: Uncovering the History of Our Roads, Borders, and Built Environment*, June 6, 2016, <http://detroiturbanism.blogspot.com/2016/02/detroits-ribbon-farms-shaping-future.html>.
3. “Detroit’s Pattern of Growth (1965),” 15-minute film produced by Robert J. Goodman and Gordon W. Draper, available on Detroit Historical Society’s You Tube channel.
4. Eric Damian Kelly, “Controlling the Development of Land,” *Community Planning: An Introduction to the Comprehensive Plan*, 2nd ed. (Washington: Island Press, 2010), 183-196 only.
5. Discussion post #2

3. September 9 – The Emergence of Planning

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), 12-26 only.
2. 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), 151-172.
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>.
4. Discussion post #3

4. September 16 – Comprehensive Plans

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. Familiarize yourself with the master plan you have selected from beginning to end
3. Discussion post #4

5. September 23 – Zoning, Site Plan Review, and Code Enforcement

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 Use of Private Land Through Zoning," *Community Planning: An Introduction to the Comprehensive Plan*, 2nd ed. (Washington: Island Press, 2010), 163-182.
3. Eric Damian Kelly, "Controlling the Development of Land," *Community Planning: An Introduction to the Comprehensive Plan*, 2nd ed. (Washington: Island Press, 2010), 197-204 only.
4. Discussion post #5

Optional: Watch "Site Plan Review," an hour-long webinar explaining the process

6. September 30 – Redevelopment

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).
3. Discussion post #6

7. October 7 – The Limits of Modernist Planning

1. June Manning Thomas, “Revisioning Urban Renewal,” in *Redevelopment and Race: Planning a Finer City in Postwar Detroit*, revised edition (Detroit: Wayne State University Press, 2013), 103-124.
2. Jane Jacobs, “Introduction,” *Death and Life of Great American Cities* (New York: Vintage Books, 1961), 3-25.
3. Jane Jacobs, “The Generators of Diversity,” *Death and Life of Great American Cities* (New York: Vintage Books, 1961), 143-151.
4. Discussion post #7

No class on October 14 (Fall Break); the Midterm Exam is due on October 14

Part II. Planning Challenges Today

8. October 21 – Participation and Inclusion

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. Watch video (5 minutes 30 seconds): “Introducing the Toronto Planning Review Panel,” Toronto City Planning, January 29, 2016.
3. Discussion post #8

9. October 28 – Social Policy and Housing

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), 7-31.

3. Discussion post #9

10. November 4 – Responding to Sprawl

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. Discussion post #10

11. November 11 – Economic Development

1. Alan Mallach, "From Factories to 'Eds and Meds'," in *The Divided City: Poverty and Prosperity in Urban America* (Washington, D.C.: Island Press, 2018), pages 49 to 73.

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. Discussion post #11

Optional: Edward Hill, "What Is Economic Development? And What Is the Job of an Economic Development Professional?" *Economic Development Quarterly* 37, no. 1 (2023): 34-48.

12. November 18 – Transportation Planning

1. Jarrett Walker, *Human Transit: How Clearer Thinking About Public Transit Can Enrich Our Communities and Our Lives*, revised edition (Washington, D.C.: Island Press, 2024), 13-28.

2. Watch the first 33 minutes of “Human Transit Revisited: Book Talk with Jarrett Walker,” April 29, 2024, <https://www.youtube.com/watch?v=BzRFSHrIN5w>.
3. Joe Grengs, “Job Accessibility and the Modal Mismatch in Detroit,” *Journal of Transport Geography* 18 (2010): 42-54.
4. Nina Masuraca Ignaczak, “25 Years of Fighting for Detroit Transit,” *Planet Detroit*, November 3, 2025.
5. Discussion post #12

13. November 25 – Mitigating and Adapting to Climate Change

1. Katie Vloet, “Will Michigan Be a Climate Haven?,” *LSA Magazine*, Spring 2025, <https://lsa.umich.edu/lsa/news-events/lsa-magazine/spring-2025/will-michigan-be-a-climate-haven.html>.
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. “Lessons Learned from A2ZERO,” Missy Stults, March 18, 2023, <https://www.youtube.com/watch?v=FklTmEP-UMw>
4. “What Are Heat Islands?,” Environmental Protection Agency, April 3, 2025, <https://www.epa.gov/heatislands/what-are-heat-islands>.
5. Read through all six “Heat Island Reduction Strategies,” Environmental Protection Agency, December 10, 2024, <https://www.epa.gov/heatislands/heat-island-reduction-solutions>.
6. Discussion post #13

14. December 2 – Open Space Planning

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. Peter Harnik, “The Different Kinds of Parks and Their Uses,” *Urban Green: Innovative Parks for Resurgent Cities* (Washington, D.C.: Island Press, 2010), 20-24.

Note: No discussion post. Master Plan Critique is due November 30.

The final exam will be due by midnight on Wednesday, December 10.