

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

**UP 6680: Neighborhood Decline and Revitalization**

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

**Course Info** Winter 2026, CRN: 21319, 3 credits

**Class Sessions** 5:30 to 8 pm on Tuesdays in 4210 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 (around 3 pm) 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 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 to 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

**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.

A3. Professional Ethics and Responsibility: Key issues of planning ethics and any related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct and APA's Ethical Principles in Planning).

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.

B2b. Analytical Skills and Tools: Research and critical analysis skills for preparing and conducting research; quantitative and qualitative methods of data collection, analysis, and forecasting; methods of geo-spatial analysis, mapping and data visualization; basic understanding of data analytics and urban technology.

B2c. Professional, Communication, and Leadership Skills: Ability to work in teams and with professionals in allied fields; professional leadership in the planning context; written, oral, and graphic communication.

## **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](mailto:helpdesk@wayne.edu).

### **Assignments and due dates**

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

Students will respond to a prompt on Canvas every week by 4 pm on the day of class. Some posts will ask students to reflect on the readings; others will relate to the team project and will require additional research and analysis to complete. Please read the prompts prior to starting each week's readings so you can budget enough time to respond. Posts will be graded for completeness and accuracy. Posts submitted after 4 pm will be penalized 4%; posts submitted after the day that class is held will be penalized 10%.

#### 2. Participation (7%)

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) thoughtful engagement in class discussions demonstrating familiarity with all of the assigned readings, 3) completion of a required survey, and 4) your preparedness for in-class meetings with your group. Students may have one absence without penalty.

#### 3. Exam = 30% of final grade (shared on February 25; due on March 1)

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

#### 4. Neighborhood Report = 37% of final grade (in five components)

Student teams will analyze how a Detroit neighborhood has changed over time, up to the present moment, and then outline how the city should plan in response. The assignment has six graded components. The full instructions will be shared before the third lecture.

Team Plan = 2% (due 2/15)

Half Draft of the Final Report = 2.5% (due 3/15)

Full Draft of the Final Report = 2.5% (due 4/5)

Final Presentation = 10% (5:30 to 8 pm on 4/21)

Final Report = 20% (due 4/28)

Self Assessment (due 4/29)

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.

Please note: The use of any artificial intelligence (AI) content creation tool/system such as ChatGPT is not permitted in this course. Using AI in any form is a violation of the Student Code of Conduct and may subject you to charges of academic misconduct.

### **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 13 – 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. Complete discussion post

#### **2. January 20 – How Should Neighborhoods Be Planned?**

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, “Normative Neighbourhoods,” *Built Environment* 50, no. 1 (2024): 13-24.
3. *Strategic Neighborhood Fund 2.0* (Detroit, MI: Invest Detroit, 2018), 10-25.
4. Look at the map to see the locations of all of Detroit’s “Strategic Neighborhoods”
5. Complete discussion post

#### **3. January 27 – Neighborhood-Level Data and Analysis**

1. 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.

2. 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.

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

4. Read the Team Project instructions.

5. Complete discussion post

#### **4. February 3 – Housing Submarkets and Neighborhood Change**

1. *Investopedia*: “Economics Basics: Demand and Supply.” This reading explains supply and demand graphs. It is intended as a refresher to help you understand Galster 2019.

2. George Galster, “The Origins of Neighborhood Change,” in *Making Our Neighborhoods, Making Our Selves* (Chicago: University of Chicago Press, 2019), 49-57 and 69-81. It may help you to read 57-69 as well, but it is not required.

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

4. Complete discussion post

#### **5. February 10 – Where and Why Have Neighborhoods Declined?**

1. George C. Galster, “The Dynamics of Decay, Abandonment, and Bankruptcy,” *Driving Detroit: The Quest for Respect in Motown* (Philadelphia: University of Pennsylvania Press, 2012), 215-240.

2. Patrick Cooper-McCann, “Historicizing The Shrinking City in the United States,” paper presented at the National Planning History Conference, October 26, 2024.

3. Look at maps of population loss in Metro Detroit decade-to-decade since 1900.

4. Complete discussion post

## **6. February 17 – Where and Why Have Neighborhoods Gentrified?**

1. Suleiman Osman, “Gentrification in the United States,” *Oxford Research Encyclopedia of American History*, May 2016, 1-15 only.
2. Nicholas Finio, “Measurement and Definition of Gentrification in Urban Studies and Planning,” *Journal of Planning Literature*, Online First, 2021), pages 1-7 only.
3. 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.
4. Complete discussion post

## **7. February 24 – Addressing Segregation by Class and Race**

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. Mary Pattillo, “The Problem of Integration,” *The Dream Revisited*, New York University Furman Center, January 2014.
4. Edward G. Goetz, “The Fair Housing Challenge to Community Development,” in *Prospects for Racial Justice in America’s Neighborhoods*, eds. Justin P. Steil, Nicholas F. Kelly, Lawrence J. Vale, and Maia S. Woluchem (Philadelphia: Temple University Press, 2021), 145-168.
5. Complete discussion post

**Note: The exam will be shared on February 24 and will be due on Sunday, March 1.**

### ***Part II: Crafting a Neighborhood Plan***

## **8. March 3 – 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.

4. Complete discussion post

### **9. March 10 – 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. Read the summary of the “Youth-Centric Cody Rouge & Warrendale Neighborhood Framework.” You may also want to browse through the full plan.

4. Complete discussion post

### **10. March 24 – 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. 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.
3. Detroit Future City, *The East Ferry Warren Neighborhood Green Space Plan* (Detroit, MI: Detroit Future City, 2021).
4. Lynelle Herndon, “Detroiters are asking the right questions about the city’s solar farms plan,” *Outlier Media*, December 20, 2023.

5. Complete discussion post

### **11. March 31 – Investing in Commercial Corridors**

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. Complete discussion post

### **12. April 7 – Investing in Industrial Corridors**

1. Brent D. Ryan and Daniel Campo, "Autopia's End: The Decline and Fall of Detroit's Automotive Manufacturing Landscape," *Journal of Planning History* 12, no. 2 (2012): 95-132.

2. Additional reading(s) to be announced.

3. Complete discussion post

### **13. April 14 – Team Project Working Session**

1. Complete discussion post

### **14. April 21 – Final Presentations (Final Report due on April 28)**