COURSE OVERVIEW

This course will examine the city (region) as a political economy—a matrix of forces, often conditioned by economic interests, contesting the allocation of the costs and benefits generated by economic and physical growth and by government policies. This issue will be examined within the context of the economic, social, and political transformation of U.S. cities and regions. A thorough understanding of this context is crucial, since a key issue in the study of cities is the limited degree of autonomy available to municipal governments in addressing local problems.

A city government’s central development needs are for jobs, investments, and tax revenues to support government services. The basic question—how can a city’s intervention best be utilized to maximize fulfillment of those needs—is rarely posed explicitly. Rather, city government’s options 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.

Since the end of WWII, a variety of federal and municipal policies have sought to strengthen the economic base of inner cities, including minority communities. The latter part of this course is devoted to evaluating the track record of these efforts.

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 accesses to opportunities for disadvantaged residents, including their likely effectiveness and the 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 readily available on-line:


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:


All readings other than those from Fusfeld and Bates will be available on Blackboard under Content. Since Blackboard service is occasionally interrupted, it is in your best interest to download the readings early and allow ample time to do so. If you have problems accessing assignments on Blackboard, send the instructor an e-mail describing the problem. Do not wait until the day the assigned reading will be discussed to do this.

COURSE REQUIREMENTS AND POLICIES

Each student is expected to complete all required readings; prepare 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 17, will analyze the rise and decline of industrial cities. The second paper, due December 5, will analyze one or more contemporary urban economic development strategies. These are not research papers for which you should seek out materials that go beyond those covered in the course. Rather, they are your opportunity to demonstrate your mastery of the materials covered in the readings and in class by intelligently synthesizing and interpreting those materials. This makes writing the papers excellent preparation for the exams. The papers will
each have a strict 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, such as a major illness.

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 in class on October 24 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 in class on December 12.

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

- Two papers, each worth 15% of the grade: 30%
- Mid-term exam 30%
- Final 30%
- Participation 10%

Students with more than 4 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.)

**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: [www.doso.wayne.edu/judicial/academic-integrity.htm](http://www.doso.wayne.edu/judicial/academic-integrity.htm).

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, Seventh Edition: Chicago Style for Students and Researchers* by Kate L. Turabian, et al., 2007 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 [http://www.lib.wayne.edu/resources/guides/reftools/guide.php?id=2](http://www.lib.wayne.edu/resources/guides/reftools/guide.php?id=2); 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:
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 accommodations, you will need to register with Student Disability Services (SDS) 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. 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](http://studentdisability.wayne.edu)

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 12 The Commercial City Becomes the Industrial City
Week 2 – September 19 The Age of the Industrial City
Week 3 - September 26 The Urban Ghetto
Week 4 – October 3 Post-War Demographic Change: Suburban Development & The Making of the Second Ghetto
Week 5 – October 10 Economic Restructuring & Decentralization of the Industrial City
Week 6 – October 17 The New Urban Landscape - Paper #1 Due
Week 7 – October 24 Mid-term Examination

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

Week 8 – October 31 Central Business District Redevelopment – Malls, Stadia, and Other Saviors
Week 9 – November 7 Minority Business Development
Week 10 – November 14 Business Formation and Acceleration
Week 11 – November 21 Growing the Region
Week 12 – November 28 Reframing the Issues: The Metropolitan Region I
Week 13 – December 5 Reframing the Issues: The Metropolitan Region II - Paper #2 Due
Week 14 - December 12 Final Examination
COURSE SYLLABUS

Part I – The Rise and Decline of the Industrial City

September 12 - Introduction – The Commercial City Becomes the Industrial City


In class, we will view the first portion of the video “Chicago: City of the Century”, Part I. Students who miss class are responsible for viewing the video independently; it is on two-day reserve in Adamany Library, and can be viewed there if you bring your own earphones.

September 19 - The Age of the Industrial City

Warner, *The Urban Wilderness*, Ch. 4.

Fusfeld and Bates, Ch. 2 and 3.

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, 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 quite meaty, 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.

In class, we will view additional portions of the video “Chicago: City of the Century”, Part I. Students who miss class are responsible for viewing the film independently.

September 26 - The Urban Ghetto

Fusfeld and Bates, Ch. 4, 5, and 6 (skim Ch 6).

James N. Gregory, *The Southern Diaspora*, Ch. 1; read any portions of the chapter you skipped for the last class; feel free to skim the personal stories. You should review pp. 32-41, is relevant to the portion of our class on October 3 that deals with the second ghetto.

Sugrue, Ch. 2.
October 3 – 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.


In class, we will view the video “Building the American Dream: Levittown”. Students who miss class are responsible for viewing the film independently; it is available in Adamany Library.

October 10 - 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 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, but be mindful that it is more “dated” than the required part of the chapter.

Fusfeld and Bates, Ch. 8.


Frieden and Sagalyn, Ch. 2.


October 17 - The New Urban Landscape


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.


**PAPER #1 is due.**
October 24  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.

October 31 - Central Business District Redevelopment – Malls, Stadia, and Other Saviors

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


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.)


November 7 - Minority Business Development


November 14 – Business Formation and Acceleration

NOTE: The first portion of this class will be presented by Ned Staebler, President and CEO of Tech Town. Please familiarize yourself with the material on the Tech Town web site before class.


November 21 – Growing the Region


November 28 – Reframing the Issues: The Metropolitan Region I

NOTE: the best order to read these is J&R, Orfield Ch 1, Rusk, Orfield Ch 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 available at the reference desk in Adamany Library.

December 5 – Reframing the Issues: The Metropolitan Region II

Rusk, Chapters 9, 11, and 13.

PAPER #2 is due.

December 12 – FINAL EXAM