

MCD/ARCH 5060: Introduction to Physical Development

Syllabus

Summer 2019

University of Detroit Mercy School of Architecture

Master of Community Development Program

Wednesday 6:10pm – 8:40pm, Warren Loranger School of Architecture Building, Peter Peirce Room

Instructors:

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Office Hours: by appointment via email

Vision and Ideological Foundation

The MCD Program is recognized as a hallmark of the University of Detroit Mercy's Mission and Vision and as a premier interdisciplinary community development program. Specifically, the overall objective of the program is the create leaders in building communities characterized by human, economic, physical, and organizational sustainability.

Service, social justice, and sustainability comprise a three-part philosophical and ethical foundation of the MCD program. Each of these concepts is unique, yet inter-related, and together provide the ideological base that fosters the development of leaders in community development. This course seeks to support the Mission, Vision, and Ideological Foundation of the program by providing students with an introductory understanding of the physical component of sustainable communities.

Course Description

This course is an introduction to the physical aspects of community development. The course focuses on the relationship between physical conditions (built and natural environments) and the economic, social, and environmental sustainability of communities. Subject matter includes the role of physical place in the historic and contemporary development of communities, the role of the built environment as an integral component of sustainable communities, equitable physical development, and concepts related to real estate and capital projects development. The course is taught by an inter-disciplinary team of instructors and incorporates real world examples and project based learning.

Course Objectives

This course will achieve the following learning outcomes:

- An understanding of the role of physical place in the historic development of communities.
- An understanding of the relationship between physical conditions and the economic, social and environmental sustainability of communities
- An understanding of the built environment as an integral component of human communities.
- An understanding of equitable physical development
- An understanding of real estate development and capital projects development.
- The ability to analyze and assess and existing physical environment.
- The ability to envision new possibilities for sustainable physical development.

Text /Readings

The required book is available for purchase online. It is also on reserve in the Detroit Mercy Library. Brown, Catherine, Morrish, William. Planning to Stay: Learning to See the Physical Features of Your Neighborhood. Design Center for American Urban Landscape. 2000.

Other Course Readings will be distributed in class and/or posted on Blackboard throughout the semester.

Credit

3 credit hours

Assignments and Grading

Assignments will be graded based on the following criteria:

1. Exhibits an understanding of class materials and course objectives
2. Critically integrates readings and class discussions
3. Exhibits correct spelling and grammar (Proofread your work before handing it in!)
4. Follows assignment directions (correct length, turns work in on time...)
5. Cites all references correctly using the MLA (Modern Language Association) format. (Please refer to <http://research.udmercy.edu/help/citation> and the MLA Handbook for Writers of Research Papers.) Use only primary sources as reference material. Do not cite Wikipedia for example. Entries in Wikipedia typically cite primary sources. Go to those primary sources as a reference.

Noted assignments are due by or at the beginning of class (6:10pm). Late assignments will be accepted up to one week after they are due. However, one letter grade of the assignment will be deducted for every day an assignment is turned in late.

Group (Neighborhood Analysis Project) – 70%

Interim Submission 1 – 10%

Interim Submission 2 – 10%

Interim Submission 3 – 10%

Final Project Presentation and Report – 40%

Individual – 30%

Attendance – 10%

Preparation & Participation* (includes Team Work Plan, Reading Discussions, Evaluations) – 20%

Critical Response Paper – Optional Extra Credit

Attendance:

Attendance is a basic requirement for any course. In addition, it is a way of demonstrating commitment to one's education and personal accountability. Attendance is understood to mean that you are ready to begin class on time and remain until the class is finished. Verification of your attendance will be your signature on the attendance sheet circulated by the instructor (not instructor's memory or the testimony of other students). It is your responsibility to sign up on the attendance sheets each class.

Excused absences will not be counted among classes missed. An excused absence is defined as an absence which is caused by a serious reason (e.g. death in the family, debilitating illness, grave accident) about which both instructor and student must explicitly agree. The serious reason must be explained to the instructors. Please discuss with the instructors any other extenuating circumstance that may result in missing class, also to determine if it qualifies as an excused absence. Students themselves are responsible for obtaining materials that were distributed during a class session from which they were absent and/or making up the material per the instructors' requirements.

Preparation & Participation:

You are expected to come to each class fully prepared to discuss the given topic. This includes having completed the required readings, contributing (in a meaningful way) to class discussions, and leading one class discussion/activity.

Grading Scale

95.0 – 100 A

90.0 – 94.9 A-

87.0 – 89.9 B+

83.0 – 86.9 B

80.0 – 82.9 B-

77.0 – 79.9 C+

73.0 – 76.9 C
70.0 - 72.9 C-

Student Course Evaluations

Student course evaluations are an important source of information for curricular and teaching improvement. As such, all students are strongly urged to complete an online university course evaluation. Online course evaluations are completed during the week preceding final exams/final class session each semester. Information is provided to students through email explaining how to complete the evaluation online. Students are also required to complete an instructor course evaluation.

Policy on Electronic Devices in Classroom

An electronic device policy is enforced in this class in order to minimize distractions and out of respect for your classmates, instructors, and guest speakers. Personal laptops are allowed in class for active note taking (no surfing internet or social media use please). Cell phones are not allowed in class and should be turned off and put away. Breaks are provided in each class for personal cell phone use. If an issue arises during class that needs attending to via phone, please step out of class to take/make the call or text. Failure to comply with this policy will result in a lower participation grade.

Compliance with Detroit Mercy Student-Related Policies

Students of the University of Detroit Mercy are expected to comply with all policies and practices established by the College and/or University. Listed below are a few specific Detroit Mercy policies; however the list is not intended to be exhaustive. A complete listing of all Detroit Mercy policies can be found in the Detroit Mercy Graduate Catalog and Detroit Mercy Student Handbook. Students are expected to be familiar with all Detroit Mercy student-related policies.

Detroit Mercy Policy on Plagiarism and Academic Integrity

As members of an academic community engaged in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts.

Among the most serious academic offenses is plagiarism, submitting the style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is, retaining another writer's ideas and structure without documentation.

Students are advised always to set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' words and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students that purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure on an assignment or in a course to dismissal from the University.

Detroit Mercy Policy on Incomplete Work

A petition for a grade of "I," Incomplete, is required and may be approved or disapproved at the discretion of the instructor. This grade is only appropriate at the end of the term when the majority of the course requirements have been completed but for serious reason the student is unable to complete the remaining course requirements. Students may not sit in the class in a future semester to complete the work of the original course. Faculty are required to enter a Last Date of Attendance when an "I" grade is issued at the end of the semester. Failure to remain in the course through the end of the semester may impact your financial aid eligibility for that course.

Graduate regulations require that the work be completed no later than April 1st for fall term courses and December 1st for courses in winter or summer terms. The instructor, the department, or the college may establish earlier dates for the completion of incomplete work. Students should acquaint themselves with the deadlines established by their programs. Students who fail to complete the course by the established deadlines lose the right to complete the course. The grade of "I" remains the grade of record on the permanent transcript. Some colleges/schools will issue a grade of "F" for failure to complete the "I" grade by the deadline.

Students with an excused absence from a final examination must complete the examination within two weeks of the scheduled date, unless the appropriate college administrator permits a further extension of the deadline in writing.

Available Support Services

The University of Detroit Mercy has a wide array of support services available to all students that include the libraries, media centers, tutoring and writing centers. The Detroit Mercy Student Handbook contains information regarding location and hours of operation of the University's support services. Students are encouraged to utilize the support services provided by the University, as needed. Learning and Writing Centers: The Learning Center provides tutoring on the ground floor of the Student Center. Help with reading comprehension and writing skills is available in the Writing Center in Briggs. 225.

Disability Support Services and Accommodations

It is very important for students to be proactive with regard to requesting their disability accommodations every semester. Students are encouraged to have open communication with their professors. However, it is never a requirement for students to disclose their disabilities to anyone except the Assistant Director of Disability Support Services, and only if they wish to request accommodations. You must be registered with Disability Support Services and your faculty must receive official notification from the DSS office before they can make arrangements for your accommodations.

If you need an accommodation because of a disability, have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact Laura M. Bagdady, Assistant Director of Disability and Accessibility Support Services at bagdadlm@udmercy.edu or 313-993-1158. Her office is in the Student Success Center on the 3rd floor of the McNichols Campus Library, Room 328.

Title IX

University of Detroit Mercy is committed to fostering a safe, productive learning environment for all students. Detroit Mercy's Policy Prohibiting Sex and Gender-based Discrimination applies to sex and gender-based harassment, sexual exploitation, sexual assault, attempted sexual assault, intimate partner violence/dating violence, stalking, cyberstalking, and retaliation.

Students are encouraged to report potential sex and gender-based discrimination policy violations to Marjorie Lang, the University's Title IX coordinator. The Title IX office is located on the 5th floor of the Fisher Administration Center on the McNichols campus. Potential complainants (students making a complaint) and potential respondents (students responding to a complaint) may contact Ms. Lang who is available to assist them in understanding all of their options including resources and referrals on and off campus. Students may contact her at 313.993.1802 or langma@udmercy.edu. Students may view the University Policy Prohibiting Sex and Gender-based Discrimination as well as University Title IX Investigation and Resolution Procedure at www.udmercy.edu/titleix.

Class Schedule (subject to change)

- Class 1: May 8 INTRODUCTION + IMPACTS OF THE PHYSICAL ENVIRONMENT
- Lecture: Introduction + Impacts of the Physical Environment
- Class 2: May 15 READING THE PHYSICAL ENVIRONMENT
- * Meet at Detroit Mercy McNichols Entrance.**
- Due: Electronic Copy of Team Work Plan + Reading 2**
- In-Class Neighborhood Visit: Neighborhood Analysis of University District
- Class 3: May 22 PHYSICAL PLANNING PRIMER: METHODS + LANGUAGE OF PLANNING
- Due: Reading 3**
- Lecture: The Methods + Language of Physical Planning
- Team Project Work Session
- Class 4: May 29 COMMUNITY + PARTICIPATORY PLANNING: DCDC CASE STUDY
- * Meet at Neighborhood Homebase, 7426 McNichols Rd.**
- Due: Reading 4**
- Guest Speaker: Ceara O’Leary, Co-Executive Director, Detroit Collaborative Design Center (DCDC)
- Student-Facilitated Reading Discussion + Team Project Work Session
- Class 5: June 5 DESIGNING FOR HUMAN DIVERSITY (H)
- Due: Electronic and Hard Copy of Neighborhood Analysis Project Interim Assignment #1 and Reading 5**
- Guest Speaker (by video call): Barbara Knecht, Strategies for Cities
- Team Project Work Session
- Class 6: June 12 ORGANIZATIONS AND PHYSICAL DEVELOPMENT (O)
- * Meet at Neighborhood Homebase, 7426 McNichols Rd.**
- Due: Electronic Copy of Evaluation: Neighborhood Analysis Project #1 Interim Assignment and Reading 6**

Guest Speaker Panel:

- Stephanie Harbin, President, San Juan Block Club;
- Erik Howard, Founder, Young Nation;
- Sherita Smith, Executive Director, Grandmont Rosedale Development Corporation (GRDC)

Student-Facilitated Reading Discussion + Team Project Work Session

Class 7: June 19

PHYSICAL DEVELOPMENT AS AN ECONOMIC ENGINE (E)

*** Meet at Neighborhood Homebase, 7426 McNichols Rd.**

Due: Optional Extra Credit: Electronic Copy of Critical Response Paper and Reading 7

Guest Speaker Panel:

- Catherine Frazier, Senior Real Estate Manager, Detroit Economic Growth Corporation (DEGC);
- Robin Toewe, Director of Real Estate Finances – Michigan, IFF;
- Sonya Mays, President & CEO, Develop Detroit - to be confirmed

Student-Facilitated Reading Discussion + Team Project Work Session

Class 8: June 26

AFFORDABLE HOUSING DEVELOPMENT

Due: Electronic and Hard Copy of Neighborhood Analysis Project Interim Assignment #2 (Report Portion) and Reading 8

Lecture: Affordable Housing Development

Team Project Work Session

Class 9: July 3

HISTORY AND THEORY OF URBAN PLANNING

Due: Reading 9

Lecture: History and Theory of Urban Planning

Team Project Work Session

Class 10: July 10

MIDTERM NEIGHBORHOOD ANALYSIS PRESENTATIONS

Due: Electronic Copy of Neighborhood Analysis Project Interim Assignment #2/Midterm Presentation

Class 11: July 17

NEIGHBORHOOD DESIGN, ADVOCACY, AND REAL ESTATE DEVELOPMENT

*** Meet in rear parking lot of Michigan Welcome Center (2835 Bagley Ave., Detroit, MI 48216) at 6:15 sharp.**

Due: Neighborhood Analysis Project Interim Assignment #3 and Reading 11

Guest Speaker: Dan Loacano, Program Manager, Southwest Housing Solutions

In-Class Neighborhood Visit: Bagley-Mexicantown

Class 12: July 24

REAL ESTATE DEVELOPMENT

Due: Electronic Copy of Evaluation: Neighborhood Analysis Project Interim Assignment #3 and Reading 12 for student facilitation

Lecture: Real Estate Development Scenario

Team Project Work Session

Class 13: July 31

THE ROLE OF GOVERNMENT & POLICY IN PHYSICAL DEVELOPMENT

*** Meet in lobby of Coleman A. Young Municipal Center (Randolph St. Employee Entrance), 2 Woodward Ave., Detroit, MI 48226 at 6:15pm sharp.**

Due: Reading 13

Guest Speakers:

- Shelby Howard, Urban Planner II, Detroit Planning & Development Department (PDD)
- Khalil Ligon, Lead Planner/Project Manager, Gratiot/7Mile Plan, PDD
- Allen Penniman: Lead Planner/Project Manager, Jefferson Chalmers and East Warren/Cadieux Plans, PDD
- Matt Williams, Lead Planner/Project Manager, Warrendale Cody Rouge Plan
- Chisara Brown, Transportation Planner, PDD

Class 14: Aug. 7

FINAL NEIGHBORHOOD ANALYSIS PRESENTATIONS

Due: Electronic Copy of Neighborhood Analysis Project Final Presentation; Electronic and Hard Copies of Neighborhood Analysis Project Final Booklet; Course evaluation from instructors and Detroit Mercy online course evaluation

MCD/ARCH 5060: Introduction to Physical Development

Neighborhood Analysis Project

Summer 2019

University of Detroit Mercy School of Architecture

Master of Community Development Program

“It’s tempting to start planning with a clean sheet of paper and its logical extension, the empty block. But in reality, each neighborhood is a messy amalgam of the natural and the built, the moving and the fixed, the evolving and the permanent. Moreover, these intricate layers and shifting networks are the foundation for a vital, interesting community.”

- William R. Morrish and Catherine R. Brown

Project Overview

Students will work together in small teams over the course of the term to develop a comprehensive analysis of an existing physical environment, or “neighborhood.” The objective of this project is to use a real world environment as a “textbook” from which to develop a deeper understanding of the role of the physical environment in community development, and to serve as a vehicle to explore issues raised in classroom discussions. The analysis project will begin right away and continue throughout the term culminating in a final verbal/visual class presentation and booklet.

The project is also intended as a means to analyze and assess the “completeness” of neighborhoods based on their physical attributes with support from human, economic, and organizational development conditions. Complete neighborhoods are self-sufficient by virtue of having diverse housing options, retail and service amenities, educational and work opportunities, and high quality parks all within a 20-minute, round trip walking radius (1/2 mile) or accessed by reliable public transit.

Following is an outline of the required areas of analysis. This outline follows a logical flow of information, and does not necessarily correspond to the sequential order of class discussions. This means that it is important to be familiar with the outline because topics that may be deeper in the outline may be discussed sooner in class and vice versa. It is expected that in some way the analysis report will include consideration of all class discussions.

Analysis must include interface with local stakeholders (individual residents, community groups, local non-profits or other institutions, and elected officials or governing bodies) to gain deeper insight into the neighborhood.

The project will be assessed based on three interim submissions, midterm verbal/visual presentation, a final verbal/visual presentation and the final booklet submission. The report should be a complete and thorough documentation of information and a thoughtful *analysis* of that information, delivered in a professional quality document/presentation. An **electronic copy and a hard copy** of your project deliverables are to be included with each submission.

Submission Deadlines

June 5:	Interim Written Submission #1 *Both electronic and hard copy due	[Existing Physical Conditions]
June 26:	Interim Written Submission #2 *Both electronic and hard copy due	[Human-Org.-Economic Conditions]
July 10:	Midterm Visual-Verbal Presentation *Electronic copy due	[Existing Physical + H-O-E Conditions]
July 24:	Interim Written Submission #3 *Both electronic and hard copy due	[HOPE/SWOT Analysis Recommendations]
Aug. 7:	Final Visual-Verbal Presentation *Electronic copy due Final Project Report *Both electronic and hard copy due	

Project Overview

Students will be assigned to a team, and each team will focus on one of the territories listed below for the neighborhood analysis project. Each team will have an opportunity to express a preference for one of the sites. The project areas are as follows:

1. Grandville Avenue & Sawyer Street
2. Jefferson Avenue & Chalmers Street
3. Gratiot Avenue & Seven Mile

Each team will define a “complete” neighborhood territory within its project territory. The specific area that will be studied should be determined through the team’s analysis of the physical environment and neighborhood components, and conversations with neighborhood stakeholders. **Your neighborhood territory, hereinafter referred to as ‘analysis area’, should be approximately one mile in diameter (20-minute walk).** Teams may choose to **center their neighborhood analysis and boundary with an anchoring institution or public space** (school, church, park, etc.). The group does not need to use the cross streets specified above at the center point of the analysis area.

The components of a complete neighborhood should include diverse housing options, retail and service amenities, educational and work opportunities, and high quality parks and public spaces, all within a 10-minute walking radius (1/2 mile) or accessible by reliable public transit. In relationship to the *Planning to Stay* method, the complete neighborhood components translate to Homes and Gardens, Community Streets, Neighborhood Niches, Anchoring Institutions, and Public Gardens.

General Project Requirements

Each submission should include a cover sheet with the name of the analysis area, the Interim Submission title and number and the name of each project team member.

The overall report should include an introduction, body, and conclusion.

Each section should include an introduction, body, and conclusion.

All topics listed under each submission must be covered in the report. Points will be deducted for any missing items.

All submissions should be written in one voice. One submission should not sound like three different people wrote it even though a different team member wrote each individual section. This can be avoided by selecting one team member to edit each submission so that it is written in the same voice.

Cite all information (including images, maps, illustrations, charts, etc.) in both the written reports and visual presentations. Teams will lose points for not using proper citations. The MLA (Modern Language Association) format should be utilized for citations. (Please refer to <http://research.udmercy.edu/help/citation> and the MLA Handbook for Writers of Research Papers.) Use only primary sources as reference material. Do not cite Wikipedia for example. Entries in Wikipedia typically cite primary sources. Go to those primary sources as a reference.

All images, maps, illustrations, charts, etc. should include a figure number, and each should include a caption or brief description of what the figure represents. Refer back to the figures in your report text.

Edit all documents before submission for grammar, spelling, typos and readability of images, maps, etc. Teams will lose points for turning in material that has not been thoroughly edited. There is no required length for written submissions, but all text should be at least 12-point font, double-spaced. Page numbers are also required.

Avoid excessive use of text in all visual presentations. The visual presentation should provide illustrative information for the team's verbal presentation. Be sure that all parts of the visual presentation are clear from the back of the room.

Outline of Project Content

The analysis report should begin with an introduction that gives the basic parameters of the study and end with a conclusion. The overall introduction should explain the purpose of the Neighborhood Analysis Project, define the Complete Neighborhood and Planning to Stay methods, outline the research methods utilized by the team, define the team's position on whether the analysis area is a "complete neighborhood" and what will be discussed in the three sections to backup the team's position. The analysis will then be broken down into three sections indicated in the outline below. Each section should also have its own introduction and conclusion. The overall conclusion should summarize the analysis findings and how those findings support the team's position presented in the introduction.

For each section of the analysis, consider including each of the following forms of evidence:

- **First Person Observations:** the project team's objective observations of the place.
- **Second Person Observations:** input from people you encounter with direct knowledge of the site.
- **Outside Information:** all types of objective data from other sources.
- **Documentation of External Forces:** for example; public policy, political initiatives, zoning, master planning efforts, infrastructure, economic influences/impacts and in-process developments.

Where applicable, use graphics to express your findings: charts and graphs, photographs of the neighborhood, photographs as examples of things not present in the neighborhood, maps or aerial views with overlay information (diagrams).

All items on the following pages must be covered, and you are to use your judgment to emphasize certain points, de-emphasize less important points, and add items that are not listed here. This list was created prior to any of the sessions taking place, so there will be additional issues/questions raised in class that are not mentioned here. It is also likely that there will be issues that are *specific* to your neighborhood that may not be mentioned here or in class that should also be added to your report.

Interim Written Submission #1 (Due June 5 *Both electronic and hard copy due)

Section I - Existing Physical Conditions (P)

- A. ANALYSIS AREA & NEIGHBORHOOD – State the neighborhood or neighborhoods in which the team’s analysis area is located. Define how the team’s analysis area [1/2 mile radius, 1 mile diameter] was determined. For example, did the team center its analysis area with an anchoring institution or public space (school, church, park, etc.), or did the team center it based on input from community stakeholders. Discuss where the analysis area is located within the larger neighborhood or neighborhoods in which it is located.

Include at least one map/diagram that shows the analysis area circle and the neighborhood or neighborhoods in which it is located.

- B. CONTEXT – Describe how your analysis area fits into a larger geographical context.

1. Regional, City and Immediate Surrounding Context

Provide one map that illustrates where your analysis area is located in the region and city, and a written description that highlights where your analysis area is located within the region, city and immediate surrounding context. What are the advantages and/or disadvantages of its location within the larger context? For example, is the analysis area located along a major district or regional transportation route that allows for quick, easy access to other areas of the city and/or tri-county area? Does it have easy access to district or regional draws such as the riverfront, hospitals, universities, cultural centers, etc.? Discuss whether the physical features of the adjacent neighborhoods are similar to or different from the physical features of your analysis area, and use photographs to illustrate.

Include at least one map that shows the location of your analysis area in the larger regional and city context and a written summary of the context.

2. Historical Context

Provide one historical map of your analysis area as well as a description of the historical forces that have influenced the changes in the physical development of your analysis area. This should include any relevant issues prior to the 20th century, as well as significant 20th century events and trends that have affected the current physical conditions of your neighborhood. *The main branch of the Detroit Public Library (including the Burton Historical Collection) is a good source for historical maps. Try the Map Collection at the Stephen S. Clark Library at the University of Michigan. You might try Sanborn Maps if you are looking for very detailed information (<http://sanborn.umi.com>).*

Include a written summary of historical forces that have influenced the physical development of your analysis area and include at least one historical map of the area.

3. Stakeholder Conversations

Integrate these conversations/interviews into subsections A, B and C (and in future Submissions 2 and 3).

Speak with at least six stakeholders in your analysis area that represent the following user groups: City of Detroit District Manager, business owner, resident, organizational leader, community institution leader, and youth member. Utilize the following sample questions as well as your own: What do you consider as your neighborhood? Do you work, shop, and/or use any parks, recreation centers, etc., in your neighborhood, if so where? What do you like about your neighborhood? What needs improving in your neighborhood?

Use online resources such as those listed below as a starting point for Existing Physical Conditions, but visit your neighborhood in person and talk to people!

City of Detroit “Master Plan of Policies Future General Land Use Map” (adopted 2009 and updated/amended on November 25, 2014)

<https://data.detroitmi.gov/Property-Parcels/Current-Master-Plan-Future-General-Land-Use/89q2-aduf>

City of Detroit Open Data Portal

Access and view updated public record information

<https://data.detroitmi.gov>

City of Detroit Neighborhoods

This city neighborhood website offers government contact information, video content, and key data sets to help residents and anyone better understand the 200+ neighborhoods around the city.

<http://www.theneighborhoods.org>

LOVELAND Technologies

View properties in the city to understand information such as Ownership Information, Property Tax Status, Foreclosure Information, Foreclosure Prevention Resources, Property Tax Payment Portals, Real-Time Foreclosure Auction.

<http://detroit.make Loveland.com>

Detroit Future City 139 Square Miles Report

Detroit Future City’s (DFC) 139 Square Miles report is a first comprehensive, citywide, data-driven report that focuses on four key areas: population, people, economy and place. This report shows that for the first time in 60 years, Detroit is moving toward population growth, with the economy on the rise and neighborhoods beginning to stabilize.

https://detroitfuturecity.com/wp-content/uploads/2017/07/DFC_139-SQ-Mile_Report.pdf

Detroit Future City 2012 Strategic Framework Plan

Review the framework vision that resulted from a 24-month-long public process that drew upon interactions among Detroit residents and civic leaders from both the nonprofit and for-profit sectors, who together formed a broad-based group of community experts.

<https://detroitfuturecity.com/strategic-framework/>

Data Driven Detroit (D3)

Access demographic, socioeconomic, housing, and other data on this site.

<http://portal.datadrivendetroit.org>

Motor City Mapping

This residential property conditions information was gathered through the 2014 Motor City Mapping parcel survey.
<https://motorcitymapping.org/about>

DETROITography

Access an open data portal, maps displaying historical and contemporary data about Detroit, and an online map-making tool.
<http://www.detroitography.com>

C. CURRENT ANALYSIS AREA CONDITIONS

For subsection C, specific recommended “deliverables” are not listed for each item as they were in the previous section. Each of these six points should be documented and analyzed in a small subsection of the booklet. It is expected that each area will require several pages of written descriptions that include photographic and diagrammatic illustrations along with the text.

I. Introduction to the Existing Physical Conditions of the Analysis Area including Maps of the Area:

Provide a written summary of the overall physical configuration and conditions of the analysis area. The summary should include the collection and written analysis of various maps that illustrate the existing physical configuration (see the list below for the types of maps that should be collected and analyzed). What are the maps telling you about the existing and proposed physical development of your analysis area? For example, does the area have high or low vacancy, what is the dominant zoning classification(s) and minor zoning classification(s), what is the current land use, what are the overall future, physical development plans for the area, etc.? *Each map should have your analysis area identified on it.*

- Current Overview Maps or Aerial Photographs
- City of Detroit Council District Map
- Zoning Maps: allowable uses (This is a little different than land use below.)
- Map of census tracts to correlate with demographic data.
- Land Use Maps: Identify residential zones, commercial zones, and industrial zones.

Many maps are available through the City of Detroit and SEMCOG:
<http://www.detroitmi.gov/Government/Departments-and-Agencies/Planning-and-Development-Department/Master-Planning>

<https://data.detroitmi.gov/Property-Parcels/Current-Master-Plan-Future-General-Land-Use/89q2-aduf>

<http://www.semco.org/Data-and-Maps/Map-Gallery>

<https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

** Refer to the list of sources in Section I - Existing Physical Conditions of this document for additional map resources.*

For points 2-5, refer to the required text from *Planning to Stay*. Use the organizational strategy outlined there to conduct a detailed survey of the existing physical conditions of the analysis area. For each section you should provide a photographic survey, written descriptions, and a map showing the location of the physical features.

2. “Homes and Gardens”
 - Map showing the location of zones of different housing types, and write about what the map is telling you.
 - Describe typical home types and scales. Include representative photographs.
 - Include the relationships of a typical house to its own lot, and the house’s relationship to the street.
 - Include analysis of the block pattern: dimensions of block, width of streets, orientation and density of homes, etc.
 - Presence of and access to natural features?
 - *Planning to Stay* Organizational Strategy Topics on pages 32-41
3. “Community Streets”
 - Map showing the location of the different types of streets within the analysis area, and write about what the map is telling you.
 - Type of streets (residential or commercial, local or regional, etc.). Include representative photographs.
 - Relationship of buildings to the street.
 - Presence of “street furniture” (benches, trashcans, etc.) and its relationship to the street.
 - Infrastructure related to the street (lighting and public transport, alleys, etc.)
 - *Planning to Stay* Organizational Strategy Topics on pages 44-53
4. “Neighborhood Niches”
 - Map showing the location of these niches, and write about what the map is telling you.
 - Describe building types and conditions. Include representative photographs.
 - Include any industrial or other workplaces in this category if present.
 - Other infrastructural issues related to the street (public transport, lighting, other service infrastructure, alleys, etc.)
 - *Planning to Stay* Organizational Strategy Topics on pages 56-65
5. “Anchoring Institutions”
 - Map showing the location of these institutions, and write about what the map is telling you.
 - Describe building types and conditions. Include representative photographs.
 - Describe visual and physical accessibility
 - *Planning to Stay* Organizational Strategy Topics on pages 68-77
6. “Public Gardens”
 - Map showing the location of these public gardens, and write about what the map is telling you.
 - Describe types and conditions. (This is not actually limited to “gardens.”) Include photographs.

- Describe visual and physical accessibility.
- Describing the presence of any natural features is important here.
- *Planning to Stay* Organizational Strategy Topics on pages 80-89

Bonus question that could be applied to sections 3, 4, 5 and 6: Do any of these elements function as regional draws; destinations for people who live outside of the immediate area?

A similar question that might reveal certain attributes of your analysis area: Considering these five categories, what assets does your analysis area possess that are somewhat unique in the larger city?

Please Note: Section I is the most demanding. You should expect to return to this section and add to it as new topics are covered throughout the course.

Interim Written Submission #2 (Due June 26 *Both electronic and hard copy due)

Section II – Human-Organizational-Economic Conditions (H-O-E)

A. HUMAN DEVELOPMENT (H)

I. Demographics:

Select concepts such as ethnicity, race, income, age, etc. that you believe are relevant to describe the overall picture of human development in the analysis area. The U.S. Census Bureau American Fact Finder website (<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>) should be used to collect this type of data at the level of the census block. In addition to the city website noted above, the following websites may be useful:

<http://www.usa.com>

<http://datadrivendetroit.org/>

This subsection should be summarized in a written statement that includes supporting data. However, you should not simply reproduce raw data for this section. Your task is to analyze the data: “read between the lines,” to figure out what the data is really telling you about the neighborhood. What are the trends over a long period of time as opposed to the facts for one time period? What do these trends mean? Summarize your analysis in your own words, incorporating supporting facts from the data as appropriate.

2. Impacts of the Environment on Human Development:

- In what ways does the physical environment of your analysis area allow its residents to lead healthy lifestyles throughout the full life cycle?
- In what ways does the physical environment of your analysis area inhibit its residents from leading healthy lifestyles throughout the full life cycle?
- In what ways does the physical environment of your analysis area impact its residents’ emotional well-being?

- In what ways does the physical environment of your analysis area impact its residents' physical well-being?

Provide a written summary of the facts that relate to these issues, as well as your objective opinions based on your research.

3. Responding to Diversity:
 - Identify ways that the physical environment of your analysis area might meet or fail to meet cultural identity needs.
 - How does the physical environment reflect and celebrate cultural diversity? How could it do so more effectively?
 - Does the physical environment of the neighborhood incorporate concepts of universal design?
 - In what ways does your territory respond or fail to respond to developmental needs (different "age" groups)?
 - Is there any evidence of gentrification in your neighborhood?

Provide a written summary of the facts that relate to these issues, as well as your objective opinions based on your research.

B. ORGANIZATIONAL DEVELOPMENT (O)

- Local Leadership: Identify the major non-profit service organizations, block clubs, Community Development Corporations, Business Associations, etc. that have an influence in your neighborhood, and discuss their impact as it relates to the physical environment. (This might include a map that indicates each group's area of influence.)
- Pay special attention to any physical development initiatives that are in progress or planned by any of these groups.
- Have you discovered evidence of any grassroots planning and development efforts underway in your neighborhood?
- Has any physical development occurred as a result of public investment at the city, county or state level? How have local organizations and residents responded to this development?

Provide a written summary of the facts that relate to these issues, as well as your objective opinions based on your research.

C. ECONOMIC DEVELOPMENT (E)

- Is there any positive economic revitalization occurring as a result of physical development?
- Are any of these investments affected by public, private, or philanthropic programs such as TechTown's SWOT City, Detroit Empowerment Zones, HUD Renewal Communities, Main Street Overlay Districts, City of Detroit Neighborhood Planning RFP areas, Strategic Neighborhood Fund, etc.?
- Does the analysis area possess any of the attributes that might entice workers to stay here or re-locate here?
- Are there institutions in your analysis area that provide jobs or other forms of economic stimulation?
- Is there any clear physical evidence of recent or historical disinvestment in your analysis?

- Is there any evidence of changing labor markets, or zoning issues related to industry in your analysis?

Provide a written summary of the facts that relate to these issues, as well as your objective opinions based on your research.

D. SWOT Analysis of Human, Organizational, Physical, and Economic Conditions

Analyze the human, organization, physical (from Submission 1), and economic conditions in terms of their strengths, weaknesses, opportunities, and threats (SWOT). Provide a written summary of your analysis. What did you learn? Can any weaknesses be leveraged as opportunities to improve the physical condition of the analysis area? Has a particular threat or weakness prevented physical development from occurring? Based on the SWOT how do you see the future of physical development tracking in your neighborhood, etc.?

Midterm Verbal-Visual Presentation (Due July 10 *Electronic copy due)

Requirements:

- Develop a verbal and visual presentation including research from both Section I - Existing Physical Conditions (P) and Section II - Human-Organizational-Economic Conditions (H-O-E).
- The format should be PowerPoint, Prezi or other slide format that can be displayed and viewed by the entire class and guests from the back of the room. The presentation should be converted to a PDF file for the presentation. **Do not rely on virtual access to your presentation.**
- Presentations should be no longer than **20 minutes**. The team will not be able to cover everything in the allotted time. The team should select the key items that have helped you understand and analyze the neighborhood.
- Each group member must participate in the verbal presentation.
- All presentations will be loaded onto one computer at the beginning of class to save time.
- Limit the amount of text on each slide.

Interim Written Submission #3 (Due July 17 *Both electronic and hard copy due)

Section III – HOPE and SWOT Analysis Revised and Recommendations

A. HOPE/SWOT Analysis Revised

Review all of your research and documentation of the analysis area and feedback from Submission 2 and your SWOT/HOPE analysis and identify topics/themes that cross multiple development areas and have multiple SWOT dimensions. Discuss how strengths can be leveraged to turn weaknesses into opportunities. Select only the most significant findings to discuss in paragraph form. The recommendations should be derived from the SWOT/HOPE analysis, which is the synthesis of all of your research.

Provide an overall HOPE/SWOT analysis summary.

B. Recommendations

Finally, using your HOPE/SWOT Analysis as a guide, and considering what you learned from the lectures, readings, and guest speakers, make several recommendations for changes to the physical environment that would improve the quality of life of the residents in your analysis area. Be both specific and realistic in your recommendations and tie them to human, organizational, and economic development strategies. Each recommendation should include what area(s) of development the physical development recommendation will impact, a high-level implementation plan including what organization/group is best positioned to take on recommendation activities, potential funding sources/types of funding and the overall amount of time needed for implementation, and precedent images from other neighborhoods or cities that illustrate the recommendation.

Provide a two to four page summary of recommendations for improvements to the physical environment in your analysis area. Also provide precedent images that provide a visual example of your recommendations as they appear in another area.

Final Visual-Verbal Presentation (Due August 7 *Electronic copy due)

Requirements:

- The content of the final presentation should be a refined culmination of Interim Assignments #1-3.
- The format should be PowerPoint, Prezi or other slide format that can be displayed and viewed by the entire class and guests from the back of the room. The presentation should be converted to a PDF file for the presentation. **Do not rely on virtual access to your presentation.**
- Presentations should be no longer than **25 minutes**. The team will not be able to cover everything in the allotted time. The team should select the key items that have helped you understand and analyze the neighborhood.
- Each group member must participate in the verbal presentation.
- All presentations will be loaded onto one computer at the beginning of class to save time.
- Limit the amount of text on each slide/presentation board.
- Guest reviewers will be invited to the presentation. Each team is free to invite neighborhood stakeholders to their final presentation. Please let us know at least two weeks prior to the presentation, so we may plan accordingly.

Final Project Report (Due August 7 *Both electronic and hard copy due)

Requirements:

- The content of the final report should be a refined culmination of Interim Assignments #1-3.
- One high quality, bound final report should be turned in at the beginning of class. The report should be organized by this assignment outline and include all components of the project.
- Provide transitions and adjust the formatting between sections as needed to make the final report flow together as one submission.