

# Egalitarian Metropolis: Urban Studies, Urban Design & Social Justice in Detroit

RCSSCI 360-006 / ARCH 409-003 | Winter 2023

T/TH 2:30-4:00pm | 2060 SKB



Diego Rivera, *Detroit Industry*, North Wall, 1932-1933, Detroit Institute of Arts.

## Instructors:

Dr. Vincent Carducci

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Office Hours: W 10:30am-12:30pm via Zoom

## **Course Overview**

What does/can/should an egalitarian metropolis look like? And how does a focus on Detroit allow us to ask and answer these conceptual – and practical – questions in ways that draw on a variety of disciplines including architecture, history, urban planning, and the urban humanities?

This course offers an interdisciplinary perspective on urban studies, urban design, and the ways that concerns around social justice and equity can influence how we think about cities in the past, present, and future. Drawing on a range of faculty expertise in LSA and Taubman, this team-taught course also incorporates the voices of practitioners and community members involved in current attempts to revitalize Detroit and “Detroit-like” cities in the United States and elsewhere. By “Detroit-like cities” we mean urban areas that have experienced negative population growth, deindustrialization, economic disinvestment, racial stratification, environmental injustices, and concomitant crises in housing, health care, policing, criminalization, and education. At the same time, Detroit and Detroit-like cities offer opportunities to conjoin critical humanistic inquiry, urban design, and policy solutions for building more equitable and sustainable cities.

This course is co-designed and co-taught as part of the Egalitarian Metropolis Project, which is a partnership between the Taubman College of Architecture and Urban Planning and the College of Literature, Science, and the Arts. It combines traditional course materials with a team-based orientation to teaching and learning.

The learning goals for this course include an understanding of the unique challenges and opportunities facing Detroit and Detroit-like cities; an appreciation for and knowledge of the ways that the built environment can influence the nature of lived reality; an introduction to the urban humanities; and the ability to use frameworks of equity and justice in regards to how we think about, plan for, and work towards more egalitarian urban and metropolitan regions. Most centrally this course begins – and ends – with the future. Throughout the semester you’ll be working to research your own distinctive, creative, and well-informed vision of the future of Detroit that embodies the principles of egalitarianism, sustainability, and inclusion.

## **Course Requirements**

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### **Expectations**

Regular class attendance is essential for learning and academic success. You are expected to be physically and mentally present so that you may fully participate in discussions and otherwise contribute to this class’s learning community. Active, engaged, attentive, and thoughtful participation is among the most important requirements of this course.

## Discussion Guidelines

Given the sensitive and challenging nature of some of the material discussed in this class, it is imperative that we create an atmosphere of trust in our classroom. It is our collective responsibility to foster an environment in which all class members are able to hear and respect each other so that we feel comfortable freely engaging with the material in an unguarded manner; only then are we able to learn fully.

## Required Readings, Viewings, Explorations

All assigned readings will be posted on or shared via Canvas; there are no books to purchase for this course. All readings, video viewings, and website explorations are to be completed in advance of class on the date listed in the course schedule at the end of the syllabus and on Canvas.

## Assignments and Grade Distribution

All assignments must be submitted via Canvas by the dates noted below.

Jan 10:	Assignment 1: Detroit Future City Video Reflection (5%)
Jan 24/29:	Assignment 2: <i>Dawn of Detroit</i> Posters and Historical Markers (20%)
Feb 16:	Assignment 3: Detroit River Stories Podcast Reflection (10%)
Mar 9:	Assignment 4: Research Project Proposal (10%)
Mar 21:	Assignment 5: Egalitarian Metropolis Symposium Response Paper (15%)
Apr 18:	Assignment 6: Research Project Final Report (40%)

## Assignment Descriptions

*See additional details, criteria, and guidelines on Canvas.*

### Assignment One: Detroit Future City Video Reflection

Watch the Detroit Future City video, “Detroit Future City Sets a Bold Agenda for 2030,” featured on the homepage of their website, [detroitfuturecity.com](http://detroitfuturecity.com). Reflect on the video and then view it again. Following your second viewing do a little writing. What do you notice? How is DFC’s vision for the future of Detroit described – both verbally and in visual language? See if you can identify 3-5 key themes, ideas, and concepts that are being utilized. Also see if you can compare/contrast the video with the images presented in the materials we explored during our first class meeting. The reflection should be roughly 2-3 paragraphs and not more than 1.5 double-spaced pages.

**Due on Tuesday, January 10. Submit via Canvas in advance of class.**

### **Assignment Two: *Dawn of Detroit* Posters and Proposed Historical Markers**

Working in teams, you will draw on Tiya Miles' book, *The Dawn of Detroit: A Chronicle of Slavery and Freedom in the City of the Straits*, to identify Detroit streets named for prominent families in early nineteenth-century Detroit whom Miles and others have recognized as enslavers. Since these street-names are widely known, their identification will help to communicate to a wider audience the impact of slavery on early Detroit. At the same time, we will identify possible re-naming opportunities drawn from native Americans, formerly enslaved persons, and activists in the Underground Railroad. For this assignment, each team will be assigned a family/street to research with the aim of designing posters and writing proposed historical markers (600 words max) for renamed Detroit streets.

**In-class presentations on Tuesday, January 24.**

**Final submission due on Sunday, January 29. Submit via Canvas.**

### **Assignment Three: Detroit River Stories Podcast Reflection**

Select one of the Detroit River Story Lab's Detroit River Stories podcast episodes. Listen to the episode carefully. Then, write a 1.5-page reflection (~450 words, double spaced) on the episode. Consider the following questions in your response: What did you learn? Did anything surprise you? What do the stories of the river teach us about Detroit?

**Due on Thursday, February 16. Submit via Canvas in advance of class.**

### **Assignment Four: Research Project Proposal**

The major deliverable of this class is an urban humanities research project that applies the knowledge gained over the semester to explore the impediments to an egalitarian metropolis as it might be realized in Detroit and imagine solutions that seek to address them. The urban humanities comprise an interdisciplinary field at the intersection of the humanities, urban planning, and design. It seeks to not only understand cities in a global context but intervene in them, interpret their histories, engage with them in the present, and speculate about their futures. The first step in completing this project is to submit a written proposal that describes the scope of the intended research and the resources that will be drawn upon to complete it.

**Due on Thursday, March 9. Submit via Canvas in advance of class.**

**Informal in-class presentations of research project on Tuesday, March 14.**

### **Assignment Five: Egalitarian Metropolis Symposium Response Paper**

In March, Taubman College and the College of Literature, Science, and the Arts will be hosting the symposium: **The Egalitarian Metropolis: Towards an Inclusive Recovery for Detroit.**

This exciting symposium will feature leading researchers and faculty from the University of Michigan alongside key Detroit community leaders and practitioners, all engaged in conversations about the future of the city. Occurring over two weeks, the symposium will

consist of five different sessions located on campus in Ann Arbor and in Detroit; each session will also be livestreamed. Given the varied formats, times, and locations of the symposium, you will be required to attend at least one session. In exchange, one of our class sessions will be cancelled.

For Assignment Five, you are to write a 2-page response (~600 words, double spaced) to the session(s) you attended. In addition to reflecting on your experience of the symposium, consider the following questions: How did the symposium conversations connect to or expand on the material we've covered in class so far? Did the session(s) you attended help inform your final project for this class?

**Due on Tuesday, March 21. Submit via Canvas in advance of class.**

### **Assignment Six: Research Project Final Report**

The major deliverable of this class is an urban humanities research project that applies the knowledge gained over the semester to explore the impediments to an egalitarian metropolis as it might be realized in Detroit and imagine solutions that seek to address them. The Research Project Final Report is the culmination of the semester and should reflect an engagement with the course material, augmented by the student's own independent research into a topic of their choosing.

**Due on Thursday, April 18. Submit via Canvas in advance of class.**

## Course Schedule

\*Schedule subject to change with advanced notice.

DATE	TOPIC	READING/VIEWING/EXPLORATION	ASSIGNMENT
<b>INTRODUCTION</b>			
R 01/05	<b>What is an Egalitarian Metropolis?</b>	<p><b>Read:</b> Anthony Cascardi and Michael Dear, "What are the Urban Humanities?" <i>Boom: The Journal of California</i> 6, no. 3 (2016): 4-11. <i>Read before coming to class.</i></p> <p><b>Watch in class:</b> Eminem's Super Bowl Ad 2011  <a href="https://www.youtube.com/watch?v=PLD798UrKC8">https://www.youtube.com/watch?v=PLD798UrKC8</a></p> <p><b>Watch in class:</b> Detroit Future City Video  <a href="https://detroitfuturecity.com/">https://detroitfuturecity.com/</a></p>	
<b>SECTION ONE: THE FUTURE IN DETROIT?</b>			
T 01/10	<b>Detroit as a Future City/Learning from Detroit</b>	<p><b>Read:</b> Reif Larsen, "Detroit: The Most Exciting City in America?," <i>The New York Times</i> (November 20, 2017):  <a href="https://www.nytimes.com/2017/11/20/travel/detroit-michigan-downtown.html">https://www.nytimes.com/2017/11/20/travel/detroit-michigan-downtown.html</a></p> <p><b>Read:</b> Aaron M. Renn, "Detroit, New Frontier," <i>Shareable</i> (November 1, 2009):  <a href="https://www.shareable.net/detroit-new-frontier/">https://www.shareable.net/detroit-new-frontier/</a></p> <p><b>Read:</b> Margaret Dewar, et al. "Learning from Detroit: How Research on a Declining City Enriches Urban Studies," in <i>Reinventing Detroit: The Politics of Possibility</i>, eds. Michael Peter Smith and L. Owen Kirkpatrick (New Brunswick, New Jersey: Transaction Publishers, 2015), pp. 37-56.</p> <p><b>Explore:</b> Detroit Future City Website: <a href="https://detroitfuturecity.com/">https://detroitfuturecity.com/</a></p> <p><b>Discuss:</b> Responses to DFC video in class</p>	<b>Assignment 1 Due</b>

SECTION TWO: THE FUTURE IN THE PAST			
R 1/12	<b>The Dawn of Detroit I</b>	<b>Read:</b> Tiya Miles, <i>The Dawn of Detroit: A Chronicle of Slavery and Freedom in the City of the Straits</i> (New York: The New Press, 2017): Introduction: “The Coast of the Strait” (pp. 1-20) and Chapter 1: “The Straits of Slavery” (pp. 21-64).	
T 01/17	<b>The Dawn of Detroit II</b>	<b>Read:</b> Tiya Miles, <i>The Dawn of Detroit: A Chronicle of Slavery and Freedom in the City of the Straits</i> (New York: The New Press, 2017): Chapter 3: “The Wild Northwest” (pp. 97-138); Chapter 5: “The Rise of the Renegades” (pp. 185-230); and Conclusion: “The American City” (pp. 231-246). <i>*Assignment teams to share reading load, with one partner reading Chapter 3 and the other reading Chapter 5; both team members to read Conclusion.</i>	
R 01/19	<b>Detroit: Capital of the 20<sup>th</sup> Century</b>	<b>Read:</b> Linda Downs, “Rivera, Detroit Industry Murals,” khanacademy.org: <a href="https://www.khanacademy.org/humanities/art-1010/latin-america-modernism/mexican/a/rivera-detroit-industry-murals">https://www.khanacademy.org/humanities/art-1010/latin-america-modernism/mexican/a/rivera-detroit-industry-murals</a>  <b>Watch:</b> Detroit Institute of Arts Director Salvador Salort-Pons on the Rivera murals: “Diego Rivera, Detroit Industry Murals” <a href="https://www.khanacademy.org/humanities/art-1010/latin-america-modernism/mexican/v/diego-rivera-detroit-industry-murals">https://www.khanacademy.org/humanities/art-1010/latin-america-modernism/mexican/v/diego-rivera-detroit-industry-murals</a>  <b>Read:</b> Robert Fishman, “ <i>Motor City, Worker City: Detroit as capital of the twentieth century global labor movement</i> ,” chapter-in-progress for forthcoming book, <i>Detroit-Moscow-Detroit</i> .	
T 01/24	<b>The Dawn of Detroit III</b>	<b>In Class:</b> Poster Presentations	<b>First Part of Assignment 2 Due (Final Submission Due 1/29)</b>

R 01/26	<b>Detroit Divided: Racializing Space Project</b>	<p><b>Visit from Myles Zhang, PhD Student in Architecture, Taubman College</b></p> <p><b>Explore:</b> Mapping Inequality: Redlining in New Deal America: <a href="https://dsl.richmond.edu/panorama/redlining/#loc=5/39.096/-94.57">https://dsl.richmond.edu/panorama/redlining/#loc=5/39.096/-94.57</a> Read the “Introduction” and explore the map of Detroit.</p> <p><b>Read:</b> Thomas Sugrue, <i>The Origins of the Urban Crisis</i> (Princeton: Princeton University Press, 2005): Chapter 8: “Homeowners’ Rights”: White Resistance and the Rise of Antiliberalism” (pp. 209-229); Chapter 9: “United Communities Are Impregnable”: Violence and the Color Line” (pp. 231-258); and Conclusion: “Crisis: Detroit and the Fate of Postindustrial America” (pp. 259-271).</p> <p><b>Explore:</b> <a href="http://racializingspace.org/2021/12/22/the-detroit-evolution-animation">racializingspace.org/2021/12/22/the-detroit-evolution-animation</a></p> <p><b>Recommended Watch:</b> Thomas Sugrue Metro Detroit DSA Night School 2021 Presentation (MP4 on Canvas)</p>	
T 01/31	<b>Redevelopment &amp; Race in Detroit I: Black Bottom to Lafayette Park &amp; Beyond</b>	<p><b>Read:</b> June Manning Thomas, “Eliminating Slums and Blight,” in <i>Redevelopment and Race: Planning a Finer City in Postwar Detroit</i> (Detroit: Wayne State University Press, 2013), pp. 55-82.</p> <p><b>Read:</b> Caroline Constant, “Hilberseimer and Caldwell: Intersecting Ideologies in Lafayette Park,” in <i>The Modern Architectural Landscape</i> (Minneapolis: University of Minnesota Press, 2012), pp. 169-190.</p> <p><b>Explore:</b> Black Bottom Digital Archive <a href="https://digital.blackbottomarchives.com/">https://digital.blackbottomarchives.com/</a> Spend some time looking through the website and listen to the oral histories.</p> <p><b>Reflection in class:</b> What can we learn from oral histories?</p>	
R 02/02	<b>Redevelopment &amp; Race in Detroit II: Urban Renewal</b>	<p><b>Read:</b> Conrad Kickert, <i>Dream City: Creation, Destruction, and Reinvention in Downtown Detroit</i> (Cambridge, MA: The MIT Press, 2019): Chapter 8: “Boiling Point: 1961-1967” (pp. 173-185) and Chapter 9: “The End of Urban Renewal: 1967-1977” (pp. 189-207).</p>	

T 02/07	<b>Redevelopment &amp; Race in Detroit III: From Predatory Exclusion to Predatory Inclusion</b>	<p><b>Read:</b> Keeanga-Yamahtta Taylor, <i>Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership</i> (Chapel Hill, NC: The University of North Carolina Press, 2010): Introduction: “Homeowner’s Business” (pp. 1-23); Chapter 4: “Let the Buyer Beware” (pp. 133-166); and Chapter 5: “Unsophisticated Buyers” (pp. 167-210).</p> <p><b>Recommended Watch:</b> Interview with Taylor from Democracy Now: <a href="https://www.youtube.com/watch?v=DwOrGpVLeN4">https://www.youtube.com/watch?v=DwOrGpVLeN4</a></p> <p><b>Bonus Watch (not required, but highly recommended):</b> Keeanga-Yamahtta Taylor public lecture on her book, <i>Race for Profit</i>: <a href="https://www.youtube.com/watch?v=NXwZN_jGgFs">https://www.youtube.com/watch?v=NXwZN_jGgFs</a></p>	
R 02/09	<b>“Up South”: Detroit 48202</b>	<p><b>In Class:</b> Watch and discuss “Detroit 48202” <a href="https://www.amdoc.org/watch/detroit-48202/">https://www.amdoc.org/watch/detroit-48202/</a></p>	
<b>SECTION THREE: THE FUTURE IS NOW</b>			
T 02/14	<b>The New Downtown: Gilbertville &amp; Illitchville</b>	<p><b>Read:</b> Roger Biles and Mark Rose, “Gilbertville,” “Illitchville,” and the Redevelopment of Detroit,” <i>Journal of Planning History</i> 20, no. 1 (2019): 3-27.</p> <p><b>Read:</b> Peter Moskowitz, “The New Detroit” and “The 7.2,” in <i>How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood</i> (PublicAffairs, 2017), pp. 78-107.</p>	
R 02/16	<b>Detroit Water Stories</b>	<p><b>Read:</b> “U-M’s Detroit River Story Lab to Amplify Waterways Narratives,” <i>UM Record</i> (October 26, 2020): <a href="https://record.umich.edu/articles/u-ms-detroit-river-story-lab-to-amplify-waterways-narratives/">https://record.umich.edu/articles/u-ms-detroit-river-story-lab-to-amplify-waterways-narratives/</a></p> <p><b>Explore:</b> Detroit River Story Lab <a href="https://sites.lsa.umich.edu/detroit-river-story-lab/">https://sites.lsa.umich.edu/detroit-river-story-lab/</a></p> <p><b>Listen:</b> Detroit River Story Lab Podcast, Detroit River Stories <a href="https://www.buzzsprout.com/1932291">https://www.buzzsprout.com/1932291</a></p>	<b>Assignment 3 Due</b>

T 02/21	<b>Detroit Environmental Justice?</b>	<p><b>Read:</b> We the People of Detroit Community Research Collective, “Mapping the Water Crisis: The Dismantling of African-American Neighborhoods in Detroit: Volume One,” 2016.</p> <p><b>Read:</b> Nina Misuraca Ignaczak, “Detroit Water Shutoffs and a Crisis of Public Health,” <i>Belt Magazine</i> (March 9, 2020):  <a href="https://beltmag.com/detroit-water-shutoffs-crisis-public-health-coronavirus/">https://beltmag.com/detroit-water-shutoffs-crisis-public-health-coronavirus/</a></p> <p><b>Read:</b> Steve Neavling, “Struggling to Breathe in 48217, Michigan’s Most Toxic ZIP Code,” <i>Detroit MetroTimes</i> (January 8, 2020):  <a href="https://www.metrotimes.com/detroit/struggling-to-breathe-in-48217-michigans-most-toxic-zip-code/Content?oid=23542211">https://www.metrotimes.com/detroit/struggling-to-breathe-in-48217-michigans-most-toxic-zip-code/Content?oid=23542211</a></p> <p><b>Watch in class:</b> Cass Corridor Films, SDEV - SouthWest Detroit Environmental Vision, May 2011: <a href="https://vimeo.com/23664692">https://vimeo.com/23664692</a></p>	
R 02/23	<b>Final Project Prompt</b>	Final Research Project introduction and session on effective writing and organization for a research project in the urban humanities.	
<b>T 02/28 &amp; R 03/02: BREAK - NO CLASS</b>			
<b>SECTION FOUR: TOWARDS AN EGALITARIAN METROPOLIS</b>			
T 03/07	<b>Transportation in Detroit</b>	<p><b>Listen:</b> “<a href="#">Waiting for the Bus: Detroit Public Transit.</a>” New York City: New York Public Radio, 2012.</p> <p><b>Read:</b> Elizabeth Gerber, Jeffrey Morenoff, Conan Smith, “Detroiters’ Views on Transportation and Mobility,” Detroit Metro Area Communities Study, University of Michigan (Winter 2017): 1-8.</p> <p><b>Read:</b> Kate Lowe and Joe Grengs, “Private Donations for Public Transit: The Equity Implications of Detroit’s Public–Private Streetcar,” <i>Journal of Planning Education and Research</i> 40, no. 3 (2018): 289-303.</p>	<p><b>FYI:</b> Egalitarian Metropolis Symposium Session 1:   “From a Divided to an Inclusive Metropolis”   11:30am-1:30pm</p>

		<p><b>Read:</b> David Gifford, “Detroit’s 5 biggest transit misses,” Curbed.com (April 20, 2020):  <a href="https://detroit.curbed.com/2020/4/20/21224917/detroit-regional-transit-past-streetcars-subway">https://detroit.curbed.com/2020/4/20/21224917/detroit-regional-transit-past-streetcars-subway</a></p> <p><b>Read:</b> U.S. Department of Transportation Report, “City of Detroit: From “Motor City” to “Mobility City” (February 4, 2016): 1-30.</p>	Taubman College Commons
R 03/09	<b>Designing the Future of Detroit</b>	<p><b>Read:</b> Craig Wilkins, “Bi-Space: The Original Social Networking Site,” in <i>The Routledge Companion to Critical Approaches to Contemporary Architecture</i> (London: Routledge, 2019), pp. 337-350.</p> <p><b>Recommended Listen:</b> “Craig Wilkins Talks Hip Hop Architecture and the Intersection of Design and Activism,” Detroit City of Design Podcast (2019):  <a href="https://podcasts.apple.com/us/podcast/craig-wilkins-talks-hip-hop-architecture-intersection/id1467261954?i=1000443426931">https://podcasts.apple.com/us/podcast/craig-wilkins-talks-hip-hop-architecture-intersection/id1467261954?i=1000443426931</a></p> <p><b>Explore:</b> Detroit: UNESCO City of Design website  <a href="https://designcore.org/detroit-city-of-design/">https://designcore.org/detroit-city-of-design/</a></p> <p><b>Explore:</b> City of Detroit Planning Department  <a href="https://detroitmi.gov/departments/planning-and-development-department">https://detroitmi.gov/departments/planning-and-development-department</a></p>	<b>Assignment 4 Due</b>
T 03/14	<b>Student Research Project Forum</b>	Students will present their proposed research project ideas to the class and use the remainder of time to connect with classmates to share resources, ideas, critiques.	<b>In-class presentations</b>
R 03/16	<b>Symposium</b>	<b>NO CLASS MEETING TODAY TO REPLACE ONE REQUIRED SYMPOSIUM SESSION</b>	<p><b>FYI:</b> Egalitarian Metropolis Symposium Session 3:</p> <p>“From the Production of Decline to the</p>

			<p>Production of Equity”</p> <p>12-3pm (lunch provided)</p> <p>UM Detroit Center</p>
T 03/21	<b>Confronting the Carceral State</b>	<p><b>Possible visit from Nora Krinitsky, Director of the U-M Carceral State Project’s Documenting Criminalization and Confinement and Residential College Lecturer, or Detroit Civil Rights Attorney</b></p> <p><b>Read:</b> Heather Ann Thompson, “Unmaking the Motor City in the Age of Mass Incarceration,” <i>The Journal of Law in Society</i> 15 (2013): 41-61.</p> <p><b>Explore:</b> The Carceral State Project’s “Detroit as a Carceral Space” initiative, especially “Detroit Under Fire,” the “Wayne County Jail Documentation Project” and “Detroit’s Carceral Landscape”  <a href="https://sites.lsa.umich.edu/dcc-project/publications/detroit-as-a-carceral-space/">https://sites.lsa.umich.edu/dcc-project/publications/detroit-as-a-carceral-space/</a></p> <p><b>Read:</b> Vince Carducci, “Detroit’s Project Green Light and the “New Jim Code”: Why Video Surveillance and Digital Technology Intensify Racism,” <i>Public Seminar</i> (Oct 1, 2020): <a href="https://publicseminar.org/essays/detroits-project-green-light/">https://publicseminar.org/essays/detroits-project-green-light/</a></p> <p><b>Additional Resources:</b>  “Neighborhoods and Reentry in Detroit: Mapping Prison Data” from Data Driven Detroit: <a href="http://skilledwork.org/wp-content/uploads/2017/08/Data-Driven-Detroit-Mapping-Prison-Data.pdf">http://skilledwork.org/wp-content/uploads/2017/08/Data-Driven-Detroit-Mapping-Prison-Data.pdf</a>  And research by the Detroit Justice Center on policing in Detroit:  <a href="https://www.detroitjustice.org/highwayrobbery">https://www.detroitjustice.org/highwayrobbery</a>  <a href="https://www.detroitjustice.org/blog/endcashbailinwayne">https://www.detroitjustice.org/blog/endcashbailinwayne</a></p>	<b>Assignment 5 Due</b>

R 03/23	<b>Community Development &amp; Transformative Placemaking</b>	<p><b>Visit from Dan Commer, urban planner, community development practitioner, and Egalitarian Metropolis Program Coordinator</b></p> <p><b>Read:</b> Jennifer S. Vey and Hanna Love, "Transformative Placemaking: A Framework to Create Connected, Vibrant, and Inclusive Communities," brookings.edu (November 19, 2019): <a href="https://www.brookings.edu/research/transformative-placemaking-a-framework-to-create-connected-vibrant-and-inclusive-communities/">https://www.brookings.edu/research/transformative-placemaking-a-framework-to-create-connected-vibrant-and-inclusive-communities/</a></p> <p><b>Explore:</b> PolicyLink: Building a Cultural Equity Plan <a href="https://www.policylink.org/our-work/community/arts-culture/plan">https://www.policylink.org/our-work/community/arts-culture/plan</a></p> <p><b>Read:</b> Jenenne Whitfield, "How Tyree Guyton's Heidelberg Project Helped Revitalize Detroit," frieze.com (April 19, 2021): <a href="https://www.frieze.com/article/how-tyree-guytons-heidelberg-project-helped-revitalize-detroit">https://www.frieze.com/article/how-tyree-guytons-heidelberg-project-helped-revitalize-detroit</a></p> <p><b>Watch:</b> Honoring the Legacy of Curtis Jones with Northwest Goldberg Cares <a href="https://youtu.be/hreQ3yWMYBE">https://youtu.be/hreQ3yWMYBE</a></p> <p><b>Watch:</b> Wayne Metro Features Avalon Village <a href="https://m.youtube.com/watch?v=O_N6kkZw63Q">https://m.youtube.com/watch?v=O_N6kkZw63Q</a></p>	
<b>SECTION FIVE: SPECULATIVE FUTURES</b>			
T 03/28	<b>DIY or Empowerment?</b>	<p><b>Read:</b> Kimberley Kinder, <i>DIY Detroit: Making Do in a City without Services</i> (Minneapolis: University of Minnesota Press, 2016): Chapter 1: "Do-it-Yourself Cities" (pp. 23-42); Chapter 4: "Repurposing Abandonment" (pp. 97-118); and Chapter 7: "Producing Local Knowledge" (pp. 167-190).</p>	

		<p><b>Explore, Read, and Reflect:</b> <i>Riverwise Magazine</i> website, especially the <i>Riverwise Magazine</i> Special Citizen Empowerment Issue (Fall 2020) &amp; Podcast 32 with Tawana Petty on Technology and Justice  <a href="https://riverwisedetroit.org/">https://riverwisedetroit.org/</a></p>	
R 3/30	<b>Unreal Estate: An Elegy and a Critique</b>	<p><b>Visit from Andrew Herscher, Professor of Architecture, Taubman College</b></p> <p><b>Read:</b> Andrew Herscher, “Unreal Estate: An Introduction,” in <i>The Unreal Estate Guide to Detroit</i> (Ann Arbor: University of Michigan Press, 2012), pp. 6-21.</p> <p><b>Read:</b> David Graeber and David Wengrow, “How to Change the Course of Human History (at least, the part that’s already happened),” <i>Eurozine</i> (March 2018): 1-17.</p>	
T 04/04	<b>Greening the City</b>	<p><b>Read:</b> Grace Lee Boggs, “Detroit’s Quiet Revolution: How We Came to See Vacant Lots Not as Blight but as Opportunities to Grow our Own Food,” <i>Nation</i> (September 2, 2009): <a href="https://www.thenation.com/article/archive/detroits-quiet-revolution/">https://www.thenation.com/article/archive/detroits-quiet-revolution/</a></p> <p><b>Read:</b> Joshua P. Newell, et. al., “Ecosystem Services of Urban Agriculture and Prospects for Scaling up Production: A Study of Detroit” <i>Cities</i> 125 (June 2022): 1-14.</p> <p><b>Read:</b> Dorceta E. Taylor and Kerry J. Ard, “Food Availability and the Food Desert Frame in Detroit: An Overview of the City’s Food System,” <i>Environmental Practice</i> 17, no. 2 (June 2015): 102-133.</p> <p><b>Read:</b> Rhonda J. Smith on Malki Yakini and the Detroit Black Food Security Network: <a href="https://detourdetroit.com/malik-yakini-detroit-black-food-security/">https://detourdetroit.com/malik-yakini-detroit-black-food-security/</a></p> <p><b>Read:</b> Ashley Winn, “Malik Yakini on Combatting Food Insecurity in Detroit’s Black Community,” <i>Hour Detroit</i> (January 26, 2021): <a href="https://www.hourdetroit.com/eats-food/malik-yakini-on-combatting-food-insecurity-in-detroits-black-community/">https://www.hourdetroit.com/eats-food/malik-yakini-on-combatting-food-insecurity-in-detroits-black-community/</a></p>	

		<p><b>Explore:</b> DBFSN Website  <a href="https://www.dbcfsn.org/">https://www.dbcfsn.org/</a></p>	
R 04/06	<b>The “Creative Economy” I: Afrofuturism</b>	<p><b>Read:</b> Taraneh Fazeli, “In Detroit, Artists Pursue Afrofuturist Visions and Justice and Afropessimist Strategies of Withdrawal,” <i>Artnews</i> (July 9, 2020):  <a href="https://www.artnews.com/art-in-america/features/detroit-artists-afrofuturism-afropessimism-1202693878/">https://www.artnews.com/art-in-america/features/detroit-artists-afrofuturism-afropessimism-1202693878/</a></p> <p><b>Read:</b> Jasmine Espy, “Black to Detroit: Imaginative artistic movement Afrofuturism takes root in Detroit,” <i>model D</i> (August 21, 2017):  <a href="https://www.modeldmedia.com/features/afrofuturism-detroit-082117.aspx">https://www.modeldmedia.com/features/afrofuturism-detroit-082117.aspx</a></p> <p><b>Recommended:</b> Dana Cuff and Jennifer Wolch, “Urban Humanities and the Creative Practitioner: A Manifesto,” <i>Boom: The Journal of California</i> 6, no. 3 (2016): 12-17 (About LA, but a good thought provoker)</p>	
T 04/11	<b>The “Creative Economy” II: Before &amp; After Motown</b>	<p><b>Read, view, and reflect on these episodes of Detroit’s place in music history:</b>  Lars Born, “From Hastings Street to the Blue Bird: The Blues and Jazz Traditions in Detroit,” <i>Michigan Quarterly Review</i> 25, no. 2 (Spring 1986): 257-268.</p> <p>Lars Bjorn, “Stompin’ at the Greystone: Jazz in Detroit, 1917-1940,” ipl.org:  <a href="https://www.ipl.org/div/detjazz/Stompin.html">https://www.ipl.org/div/detjazz/Stompin.html</a></p> <p>Lars Bjorn and Jim Gallert, “Bebop in Detroit: Nights at the Blue Bird Inn,” ipl.org:  <a href="https://www.ipl.org/div/detjazz/Bebop.html">https://www.ipl.org/div/detjazz/Bebop.html</a></p> <p>Ana Gavrilovska, “The Avant Garde Jazz of Griot Galaxy,” <i>Detroit MetroTimes</i> (July 12, 2017): <a href="https://www.metrotimes.com/detroit/the-avant-garde-jazz-of-griot-galaxy/Content?oid=4522588">https://www.metrotimes.com/detroit/the-avant-garde-jazz-of-griot-galaxy/Content?oid=4522588</a></p> <p>Vince Carducci, “Manufacturing Motown,” <i>PopMatters</i> (January 26, 2009):  <a href="https://www.popmatters.com/69384-manufacturing-motown-2496071565.html">https://www.popmatters.com/69384-manufacturing-motown-2496071565.html</a></p>	

		<p>“Techno City: What is Detroit Techno?” documentary  <a href="https://youtu.be/a2gr73FQ9-s">https://youtu.be/a2gr73FQ9-s</a></p> <p>Giovanni Russonello, “Why J Dilla May Be Jazz's Latest Great Innovator” <i>A Blog Supreme from NPR Jazz</i>, NPR.org (February 7, 2013)  <a href="https://www.npr.org/sections/ablogsupreme/2013/02/07/171349007/why-j-dilla-may-be-jazzs-latest-great-innovator">https://www.npr.org/sections/ablogsupreme/2013/02/07/171349007/why-j-dilla-may-be-jazzs-latest-great-innovator</a></p> <p><b>Bonus watch and listen (recommended not required):</b> “Standing in Shadows of Motown” documentary, streaming low res on Vimeo:  <a href="https://vimeo.com/306924495">https://vimeo.com/306924495</a></p> <p><b>Proto-Punk and Garage:</b>  The MC5: “Kick Out the Jams” (1970)  <a href="https://youtu.be/vfKhvzUdJoM">https://youtu.be/vfKhvzUdJoM</a>  The Stooges: “Now I Wanna Be Your Dog” (1969)  <a href="https://youtu.be/vwmU343eBu0">https://youtu.be/vwmU343eBu0</a>  The White Stripes: “The Big Three Killed My Baby” (1999)  <a href="https://youtu.be/Jn3n6v-e3-l">https://youtu.be/Jn3n6v-e3-l</a>  The Dirt Bombs: “Ever Lovin’ Man” (2008)  <a href="https://youtu.be/xGRYPVNDnjQ">https://youtu.be/xGRYPVNDnjQ</a></p>	
R 04/13	<b>The “Creative Economy” III: Navigating the Commons</b>	<p><b>Visit from Nick Tobier, Professor, Stamps School of Art &amp; Design</b></p> <p><b>Read:</b> Vince Carducci, “Art of the Commons: Envisioning Real Utopias in Postindustrial Detroit,” <i>Detroit Research</i>: <a href="https://www.detroitresearch.org/art-of-the-commons/">https://www.detroitresearch.org/art-of-the-commons/</a></p> <p><b>Read:</b> Vince Carducci, “Art &amp; Gentrification” <i>infinite mile</i> 13 (January 2015):  <a href="https://infinitemiledetroit.com/On_Art_and_Gentrification.html">https://infinitemiledetroit.com/On_Art_and_Gentrification.html</a></p>	
T 04/18	<b>Final Reflections</b>	<b>In Class:</b> Informal student presentations of final projects and reflections on course	<b>Assignment 6 Due</b>