Course Overview and Objectives
This seminar examines urban shrinkage – population loss, obsolescence, disinvestment, and abandonment. While some cities thrive and struggle to house the global urban majority, other cities and regions face shrinkage and decline. In this course, we will explore many of the social, economic, and physical phenomena associated with shrinkage, and will think about how to envision and enact a viable future for shrinking cities and their residents.

This seminar draws upon discussions in planning, economics, sociology, and other areas to examine urban decline as set of social, economic, political, and spatial phenomena. Throughout the semester, we will question how cities and communities have responded to urban decline, and we will critically assess the effectiveness of these responses.

- Can we envision cities in which no growth is expected or planned for?
- Amidst scarce resources, should some cities be allowed to “die”?
- Practically, how do communities that are not growing adapt to and plan for these realities?

We will engage with global literature and cases of shrinkage while focusing our analysis towards problem solving within the U.S. context.

By the end of this course, we will:
1) Develop an understanding of the role that assumptions regarding growth play within city plans and urban politics;
2) Establish a working knowledge of strategies for measuring, describing, and analyzing urban change phenomena, particularly those associated with urban shrinkage;
3) Gain hands-on experience engaging with questions of decline by developing an atlas of shrinkage for the Chicago region.

Course Format
The format for this course is a seminar – this means that readings and student-facilitated discussions are central to our learning together. To facilitate our shared learning, I will provide brief lectures to add context to our discussions. We will also spend time in class thinking about how to analyze demographic, social, and economic change phenomena associated with urban shrinkage. In order to develop your analytical skillset, we will devote a portion of our seminar schedule to “lab” sessions in which we learn about analytical approaches for describing and analyzing urban shrinkage. I will introduce analysis strategies using R / RStudio which is open source software that contains powerful data analysis and visualization capabilities.
Prerequisites
UP 470: Shrinking Cities has no prerequisites aside from upper-level undergraduate or graduate-level standing. Students will benefit from some prior knowledge of urban planning theories, concepts, and analytical techniques, although these are not required. Please see me if you have any questions regarding whether this course is right for you.

Schedule and Readings
The sequence of course sessions is designed to help you quickly develop a working knowledge of important concepts and theories related to urban shrinkage. As we learn more about these theories and concepts, you will begin to examine them within a real-world context.

We will spend substantial time in class and one-on-one engaging with analysis and tools. For a portion of the semester, we will compliment reading sessions (Tuesdays) with in-class “lab” sessions (Thursdays) which may be devoted to further discussion of readings, instruction on data collection and analysis, and workshopping your assignments. We will work together as a class to decide how we will use our lab time. Some sessions may involve continued discussion and extension of readings from our Tuesday session, and other sessions may involve the introduction of data sources, analytical tools, or analytical techniques. The benefit from these lab sessions will depend largely upon your feedback- let me know what you are interested in doing or following up on, and we’ll see if we can incorporate it into a lab session!

Assignments, Grading, and Attendance
This course requires your engagement both within and outside of the classroom. Grading criteria include contribution to the course environment, quality of writing, and depth of analysis. Your work will be graded on a 100-point scale:

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
<td>Outstanding work</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
<td>Good work, needs minor revision</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
<td>Work needs major revision</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Work does not meet course expectations</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59</td>
<td>Work does not meet minimum standards</td>
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Consistent contributions in class, thoughtful engagement with course material, and other achievements may lead to overall adjustments in your course grade.

Your course grade will consist of the following assignments:

10 Percent  **Reflections on an Intersection**
You will write a short analytical piece in which you describe one dimension of urban shrinkage and then examine the intersection between that phenomenon
and a theme of your choice. You will also present on your intersection to the class. (Due Friday February 15, 2019 at 5:00 pm).

10 Percent  **Exploratory Analysis**
Building upon your intersection, draw from historical, demographic, social, and economic data to begin exploring your chosen issue within the context of Chicago and its region. (Due Monday March 4, 2019 at 5:00 pm; Peer Review due Monday March 11th, 2019 at 5:00 pm).

30 Percent  **Refined Analysis and Visualization**
Building upon your Exploratory Analysis, refine your work and construct a preliminary narrative and set of visualizations. We will devote time in class to presenting and workshopping your work. (Due Monday March 25, 2019 at 5:00 pm).

10 Percent  **Discussion Facilitation and Peer Review**
You will facilitate a discussion around assigned readings for a particular day in class. You will need to come prepared with a series of discussion questions and a plan for engaging fellow students in a 40-minute discussion around course material. (We will select facilitation dates the second week of class).

40 Percent  **Final Atlas Chapter and Presentation**
Building upon your refined analysis, prepare a chapter that includes a finalized exposition and analysis of your topic in Chicago, as well as a series of policy interventions focused on addressing these issues. In addition to your prepared chapter, you will present your proposed intervention to the class. (Due Friday May 10, 2019 at 5:00 pm).

Each of your assignments includes detailed information on how to submit your work. Most assignments will ask you to upload your work to a specified Box.net folder. Late work will be automatically graded down by 5 grade points per 24-hour period your assignment is late, and will only be accepted if you have made arrangements with me prior to the assignment due date.

The learning environment in this seminar depends upon your presence and participation. Full participation is expected for all course sessions (which are listed within the course schedule below). For each course session that you are absent from (excluding excused absences), 2 percent will be deducted from your final course grade. Excused absences will be granted on a case-by-case basis, but must be approved by me prior to the course session which you are absent from.

**Honor Code and Learning Environment**
The Illinois Student Code states: “It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions.” Note that you are subject to the Honor Code, as well as procedures for
addressing violations to the Code, regardless of whether you have read it and understand it. According to the Code, “ignorance is no excuse.”

To meet this standard in this course, note the following: in written work, all ideas (as well as data or other information) that are not your own must be cited. Note that ideas that require citation may not have been published or written down anywhere. While you are free—and indeed encouraged—to discuss assignments with your peers, all of your analysis, and writing should be your own. All of your work will checked for originality using Compass 2G’s SafeAssign software. The consequence for violating these expectations may include receiving no credit for the assignment in question, and at the discretion of the instructor, may include automatic failure of the course.

The Department of Urban and Regional Planning (DURP) is committed to maintaining a learning environment that is rooted in the goals and responsibilities of professional planners. By enrolling in a class offered by the Department of Urban and Regional Planning, students agree to be responsible for maintaining an atmosphere of mutual respect in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. See Student Code Article 1-Student Rights and Responsibilities, Part 1. Student Rights: §1-102.

Counseling Center and Student Assistance: Throughout the semester, you may need assistance coping with emotional, interpersonal, or academic concerns. The Counseling Center provides both short-term and longer-term counseling to students who may need assistance. Please do not hesitate to reach out or request assistance.

Inclusivity at University of Illinois at Urbana-Champaign

Message from campus leaders:

"A core value of this institution is one of respect for diversity of ideas and identities. We value the vast range of perspectives of individuals of all backgrounds."

– James Anderson, Dean of the College of Education

"We have prioritized diversity at the center of our college’s mission ...We have attracted students who are eager to learn from others’ experiences, beliefs, and cultural backgrounds.”

– Feng Sheng Hu, Dean of the College of Liberal Arts and Sciences

Working well with diverse individuals is critical to your success:

In our diverse society, being able to effectively interact and work in teams with people from many different backgrounds is critical to your success. Like leadership or critical thinking, learning how to work well with people from diverse backgrounds is a skill anyone can learn with practice. Fighting
Illini who build this skill in college are not only doing the right thing, they are also more successful in the job market and excel more quickly in their careers.

What your peers think:

A recent survey found that 89% of UIUC students agreed with this statement: “I embrace diversity and make sure that people from all backgrounds feel part of the UIUC community.”

While overt acts of discrimination occur at UIUC, recent research suggests these acts are committed by a small minority of individuals who differ radically from other students in terms of their attitudes and personalities.

What you can do:

Being inclusive is easy. By doing some simple things, you can improve our campus climate.

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<thead>
<tr>
<th>Do these things...</th>
<th>...but not these things</th>
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<tbody>
<tr>
<td>Have a conversation with a student who has a different background from you. Ask them about their experiences.</td>
<td>Assume you know about an individual’s abilities and interests just because they belong to a certain social group.</td>
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<td>Attend several activities, talks, or other diversity events per semester. Find an events list at <a href="https://oiir.illinois.edu/events">https://oiir.illinois.edu/events</a></td>
<td>Tell someone they conform to a positive stereotype about a group they belong to. Instead, give them a personal compliment!</td>
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<tr>
<td>Display the same level of warmth and enthusiasm when interacting with students from all social groups.</td>
<td>Tell someone their name is odd because you find hard to pronounce. Instead, learn how to say their name correctly.</td>
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<tr>
<td>Ask individuals from different social groups what terms or phrases they find offensive.</td>
<td>Tell someone they are different from “typical” members of a social group they belong to.</td>
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<tr>
<td>Choose students from different social groups for class projects and study groups.</td>
<td>Remain silent when you see others engage in discrimination. Speak up!</td>
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Course Schedule

There are no required texts for this class. All readings will be provided online via the course COMPASS 2G website. Readings and the course schedule may change at the discretion of the instructor. A summary of each course session is provided below:

Session 1  1/15/2019  Tuesday  Course Introduction

Course Syllabus


Session 2  1/17/2019  Thursday  How can we Define Urban Shrinkage?


Session 3  1/22/2019  Tuesday  No Class: Independent Work Day


Optional Supplement - Data Carpentry (Before We Start, Intro to R, Starting with Data)

Session 4  1/24/2019  Thursday  Lab: R Learner’s Permit


Optional Supplement - Data Carpentry (Manipulating Data Frames)


Session 5  1/29/2019  Tuesday  Perspectives on Urban Decline


**Session 6**  
1/31/2019  
Thursday  
Lab: Measuring Population Change (Part 1)


Optional Supplement - Data Carpentry ([Visualizing Data](#))

**Session 7**  
2/5/2019  
Tuesday  
Can Planning Manage Decline?


**Session 8**  
2/7/2019  
Tuesday  
Lab: Measuring Population Change (Part 2)


**Session 9**  
2/12/2019  
Tuesday  
Independent Work Day


**Session 10**  
2/14/2019  
Thursday  
Lab: Who Can Live in Chicago?


Session 11  2/19/2019  Tuesday  Intersection Assignment Presentations

Session 12  2/21/2019  Thursday  Intersection Assignment Presentations

Session 13  2/26/2019  Tuesday  Disinvestment, Abandonment, and Obsolescence


Session 14  2/28/2019  Thursday  Assignment 2 Work Session

Session 15  3/5/2019  Tuesday  Land Use and Spatial Restructuring


Session 16  3/7/2019  Thursday  Guest Speaker: Sarah Bassett

Session 17  3/12/2019  Tuesday  Labor and Economic Impacts


Session 19  3/14/2019  Thursday  No Class
Session 20  3/19/2019  Tuesday  Spring Break – No Class
Session 21  3/21/2019  Thursday  Spring Break – No Class
Session 22  3/26/2019  Tuesday  Presentations
Session 23  3/28/2019  Thursday  Presentations
Session 24  4/2/2019  Tuesday  Neighborhood Change


Session 25  4/4/2019  Thursday  Environment


Session 26  4/9/2019  Tuesday  The State and Governance


Session 27  4/11/2019  Thursday  Arts, Culture and Identity

Place Lab, *Ethical Redevelopment*.


Session 28  4/16/2019  Tuesday  Final Presentations
Session 29  4/18/2019  Thursday  Final Presentations
Session 30  4/23/2019  Tuesday  Final Presentations
Session 31  4/25/2019  Thursday  No Class
Session 32  4/30/2019  Tuesday  Final Presentations / Course Wrap-Up