

URP6711 (Section 052B)
Transportation and Land Use Coordination

Class Meets:
Tuesdays (Period 2-4) 8:30 a.m. –11:30 p.m. in ARCH439

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Office Hours: Tuesday 2:00-4:00 or by appointment¹
Please sign up at: [Dr. Steiner's Office Hours](#)
E-learning in Canvas: elearning.ufl.edu

Course Overview

This course addresses a variety of aspects of the connection between land use and transportation. The course is an in-depth evaluation of a wide range of transportation and land use at a variety of scales. This course builds on two courses in the curriculum in the Department of Urban and Regional Planning: URP6716- Transportation Policy and Planning and URP6131 – Land Use Planning Law.

In the course, we consider how the patterns of land use and transportation are shaped by three major sets of actors in the urban environment: individuals, businesses, and governments. Each of these actors plays a role through the decisions they make that relate directly or indirectly to the coordination of land use and transportation. Individuals, make decisions about where they buy homes, where they work, how they travel between their home and work, and how they schedule their activities. Businesses make decisions about where they locate and how they sell their goods. Finally, governments, transportation professionals and planners make decisions about how the land use-transportation system is organized. Throughout the course, and in particular in the last part of the course, we consider a variety of topics – Transit-Oriented Development, New Urbanism, Parking Management, Concurrency and sea level rise – that have the coordination of land use and transportation at their core.

Course Objectives

The major objective of this course is to analyze and understand the patterns of land use and transportation and how they interact in the urban context. At the completion of this course, students should have an in-depth knowledge of the how land use and transportation planning is coordinated at the site, neighborhood, and regional scale and how this coordination is affected by individual and business decisions, governmental action, and professional practice.

This course is a required course for Masters of Arts in Urban and Regional Planning (MAURP) students who are pursuing the specialization in Growth Management and Transportation; the course has two co-/pre-requisites: URP6716 – Transportation Policy and Planning, and URP6131 – Land Use Planning Law. Other graduate students are admitted to the course by permission of the instructor. This course is also an elective course in the Master of Urban and Regional Planning (MAURP) degree program.

Structure of the Course

This course will be run as a seminar. Each new topic is introduced with a lecture, discussion and readings. The course consists of four elements: reading assignments, lectures and class discussion, an in-class presentation, and written assignments. Because this course is designed for students in the Transportation and Land Use specialization and transportation doctoral students, it will also focus on the thesis topics of some students in the course. Thus, changes may be made to the organization of the course to focus on special topics.

¹These hours are tentative pending decisions about research and committee meetings. Also, when I travel on Tuesdays, I may schedule hours on other days of the week. Please [sign up here](#) for the latest information on my office hours.

In conjunction with the University of Florida's emphasis on technology in teaching, E-learning in Canvas (elearning.ufl.edu) is utilized in this class. Students should already be familiar with word processing, Internet-browsing software, and Canvas. All written assignment should be submitted to the Canvas system. If you do not know how to use the Canvas system, contact Learning Support Systems (learning-support@ufl.edu) or (352) 392-4357.

Course Readings

The following books are the required texts for the course:

Levinson, David M. and Kevin J. Krizek. (2018). *Metropolitan Transport and Land Use: Planning for Place and Plexus.* New York: Routledge.

The following books, which are available on reserve in the library, is also recommended for the course. It can be read relatively quickly.

Calthrope, Peter and William Fulton. (2001). *The Regional City: Planning for the End of Sprawl.* Washington, DC: Island Press.

Marshall, Alex. (2000). *How Cities Work: Suburbs, Sprawl, and the Road Not Taken.* Austin, TX: University of Texas Press.

The Levinson and Krizek book is the major text for the course; the syllabus generally follows the chapters of the book. The other two books provide background on narrower aspects of the land use-transportation connection.

Additional Readings

Some current topics require readings from other areas of professional practice. Many of these topics are being documented on a weekly and monthly basis. Therefore, I expect to include additional readings as I find them throughout the semester. Additional readings will be assigned as needed by the instructor or students leading class discussions.

Student Responsibilities and Grading

Grades will be based upon four components: class attendance and participation, leading a discussion, a research paper, and an in-class presentation, and weighted as follows:

Class Attendance and Participation	15%
Leading a Discussion	25%
Policy Research Paper/Research Presentation	60%

Like all professional work, all written assignments (except minor in-class assignments) must be type-written. Students who cannot meet deadlines for assignments, must make arrangement in advance of the deadline. A grade reduction may apply to late assignments.

Class Attendance and Participation. (15% of your grade): An important requirement for this course is class attendance and participation. Attendance is mandatory on time. **Please arrive to class on time and stay until the end of class. Tardiness or early departure will count as a partial absence.** Late arrivals and early departures distract your colleagues and me. If you expect to miss a class or need to leave early, please notify the instructor via e-mail in advance of class time. Excessive absences may justify a lower grade, expulsion, or a failing grade. Requirements for class attendance and make-up assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students will be expected to be prepared for class and participate in the class discussion. As a part of the Leading a Discussion Assignment, students may be required to complete minor assignments as a part of the participation grade. The following rules apply to the discussion in class:

- Be critical of ideas, not people
- Listen to everyone's ideas even if you don't agree
- Try to understand all sides of an issue
- Talk through issues, don't try to change other's minds
- Stay focused; stick to the subject
- Avoid overly long stories, anecdotes, or examples

- Don't dominate the conversation; let all participate
- Remember there are no right answers; most policies involve tradeoffs.

In summary, good participation requires careful listening, responding, asking questions and making comments to others in the classroom. Each student should complete the readings prior to class and be prepared to clarify understanding in the class discussion or contribute to thoughtful discussion of issues. If you have problems with the readings, you should see me during office hours so that we can discuss this. If you are not comfortable talking in class, make an effort to talk to me during office hours.

This course is offered as a flipped classroom. In order to facilitate this, I will need to trust that all students have completed all of the reading and are prepared to discuss the material for that week. In order to assist the instructor, including your classmate, in preparing for each class, students will be required to submit questions or comments that will assist the instructor in preparing for the class. Please submit to the Discussion section of Canvas by noon on Monday for the discussion on Tuesday morning. Students will be allowed to take a break in the preparation of these questions during two weeks of the semester, excluding the first and last class.

Electronic technology (laptops, netbooks, tablet computers, smartphones, cellphones, etc.) are a part of our daily activities. The challenge is to ensure that they take a proper role in teaching and learning. Because this course is designed to maximize participation, students should plan to minimize the interference of technology in the classroom. Students will turn off cellphone, smartphones, and other hand held devices that are not a direct part of the educational experience in the classroom. Students can use laptops, netbooks and tablet computers as long as they are used to take notes related to the class discussion. Any student who misuses technology may receive a lower or failing grade, or be kicked out of the class. The instructor reserves the right to collect and set aside technology if it distracts from what is happening in the classroom.

Leading a Discussion (25% of your grade): Each student is required to lead a discussion on one of the chapters of the Levinson and Krizek book. The presentation should cover one and a half hours of the class. Students will determine how they will present the work in consultation with the instructor. Students may assign additional reading or an assignment, as necessary, to support the discussion they are leading. The Instructor will present the overviews of each section of the book ("the Diamonds") and the special topics in transportation and land use coordination (e.g., transit-oriented development, new urbanism, parking supply and demand management, etc.) and students will choose from/be assigned from among chapter headings in the book, as applicable. For example, students choose from the following topics: Homebuying, Jobseeking, Traveling, Scheduling, Siting and other chapter titles. However, students will not choose from the "Diamond" chapters (e.g., Diamond of Action, Diamond of Exchange) nor will they choose from topics that are not chapters in the textbook (e.g., Transit-oriented development, pedestrian-oriented development, children's travel to school and other topics that are directly related to your instructor's research).

Policy Research Paper/Project (60% of your grade)

In this course, every student is required to complete an in-depth paper on a transportation and land use topic of his or her choice. It is highly recommended that this paper be a part of your thesis or dissertation research. Each student will be required to meet with the instructor before February 28 to discuss the options for his/her paper topic. Papers are expected to be 18-25 pages long (with margins no greater than 1 inch on each side and no larger than a 12 point font size), with citations of at least 8 different sources (not including Wikipedia or other websites used to define concepts).

A one-paragraph topic statement is due on Sunday, January 26 at 11:55 p.m. If you hand it in on time and do an adequate job, you will receive all of the points for this part of your grade (2% of final grade). A draft outline of the paper (can be topic or a summary of the argument) with a statement of your research question and list of at least 5 references, in proper reference format, is due on Sunday, February 23 at 11:55 p.m. If you hand it in on time and do an adequate job, you will receive all of the points for this part of the grade (3% of your final grade). **Unexcused late topic statements or outlines or failure to meet with the instructor will result in a grade of zero (0) or other reduction in points** for this portion of the assignment. On Tuesday, April 21, each student will make a short presentation (about 15 minutes; the actual time will depend upon the number of students in the course) about your paper. This presentation should include a description of the problem, the method used and a brief explanation of the principal findings and their implications for theory and practice. The presentation counts for 8% of your final grade. The final paper and the abstract are due on Monday, April 27 at 5:00 p.m. The abstract is worth 2% of the grade. **Failure to turn in an abstract will result in a grade of zero (0) for that portion of the grade.** The final paper is worth the remaining 43% of the grade. PLEASE NOTE: You must submit an electronic copy of the final paper via the E-learning in addition to a hard copy (in the instructor's mailbox).

Grading Components of Policy Research Paper/Project

Paper Topic (due Sunday, February 2 at 11:55 pm)	2%
Paper Outline (including 5 sources) (due Sunday, February 23 at 11:55 pm)	3%
Paper Presentation (during class on Tuesday, April 21; due on Canvas on Monday, April 20 at 11:55 pm)	8%
Paper Abstract (handed in at the same time as paper, due Monday, April 27 at 5:00 pm)	2%
Policy Research Paper/Project (due Monday, April 27 at 5:00 pm)	45%
Total for Paper Portion of the Grade	60%

Advice on Research Paper

The statement of the proposed research topic should include a clear statement of the research to be conducted, the importance of the research (it should answer the question, “so what?”), and the method you expect to use to gather the information (and/or the data source you expect to use). You may want to interview policy makers regarding the topic of your paper, you may manipulate data that is available through public sources, you may observe and count transportation activity, or you may choose to use a combination of these and other methods. Unless you choose to do a critical literature review, you will be required to do some original research. Summarizing someone else’s books or journal article does not constitute graduate or advanced undergraduate work. If you choose to conduct interviews or surveys or use other methods that involved human subjects, you will be required to obtain permission to do so from the University of Florida Institutional Review Board (IRB-02). See <http://irb.ufl.edu/irb02/> for additional information on their requirements. Even if you collect information from public officials, you will still need to fill out the paperwork.

The paper, like all good research should contain the following sections: (1) abstract or executive summary; (2) introduction – a summary of the topic and a brief introduction to the project; (3) background and literature review – explains the framework for the research question; (4) methodology – explain the methods used to gather your data for your project; (5) results/finding – explains what you learned in your research; (6) discussion – interprets the results in light of previous research on this topic; (7) recommendations and conclusions – summarizes the research and explains what the reader should do to respond to your results.

The literature review/background should categorize the previous research according to the results or arguments made by the authors. The literature review does not need to summarize every applicable article in detail. It should, however, define the terms of the debate on this topic and hint at the direction the paper will take. If you are using a different methodology than is usually used to understand well-documented relationship, be sure to include a discussion of methodologies in your literature review. If the paper is on a topic on which there is little literature but there are several policy studies, these prior studies should be summarized. The literature review should NOT describe what you learned about the specific context of your case study; the presentation of information on your case study should be included in the results/findings.

The data used in this paper can come from a variety of sources, including interviews with policy makers, analysis of primary or secondary data, observations of the situation being explored, or, other forms of data that support the thesis that you are arguing. If you would like some assistance in the development of any aspect of your research, please see the instructor during office hours.

The topic of this paper can range from a practical planning problem in the Gainesville area (e.g., a study of traffic around the University of Florida, study of transit for small communities near Gainesville, study on the sources of funding for transportation in counties throughout Florida, an analysis of how to model bicycle activity) to more theoretical explorations of the coordination of transportation and land use (e.g., how to provide transit services for the elderly in rural areas, how applicable are the theories on transportation investments in the Gainesville region, the potential impact of autonomous vehicles on the urban form of communities, how greenhouse gas emissions reductions might be made in the transportation sector in Alachua County). The topic needs to relate to the coordination of land use and transportation. I have been participating in advising the University Office of Chief Operating Officer on the University’s Strategic Development Plan; this offers an opportunity for students to participate in research that could be put to use by the University and the Gainesville community. If you have a general idea of a topic but could use some assistance in focusing the topic, please try to see me during my office hours.

Use of Other Reference Material

In written work, the format of all references should follow the format of used by the *Journal of the American Planning Association* (JAPA) and based upon *Publication Manual of the American Psychological Association, Sixth Edition* (2010) (see also, <http://www.apastyle.org/>), and *The Chicago Manual of Style, 16th Edition* (see also, <http://www.chicagomanualofstyle.org/home.html>). This method is called the *parenthetical citations – reference list*

style or the *reference list style*. Citations should appear in the text as follows: (Levinson & Krizek, 2008) when using an idea from the text; or (Levinson & Krizek, 2008: 103) when using a specific quote on the indicated page (in this case, page 103). A good source of information on the APA format can be found on the website of the Writing Center at the University of Wisconsin – Madison: <http://writing.wisc.edu/Handbook/DocAPA.html>, under the “Frequently Asked Questions” about the APA Style at: <http://www.apastyle.org/learn/faqs/index.aspx?imw=Y>, and through the “Style Guide Resources” link on the UF Library page (<http://www.uflib.ufl.edu/tutorials/research.html>). Students from departments other than Urban and Regional Planning may use a commonly accepted format for citations from their own field.

Grading

I expect that all graduate students should be able to accomplish the basic requirements for the course -- a “B” grade, but do not hesitate to mark lower when a student does not meet the expectation of adequately showing understanding of the material. “A” grades require performance beyond the minimum or average -- e.g., quality, depth, and synthesis of ideas, originality or creativity. Meeting deadlines matters, too! Each deadline must be honored or the grade may be lowered accordingly. I will also be more sympathetic to a request for an extension one week before a deadline than one day before a deadline.

The University of Florida allows me to give the following grades: A, A-, B+, B, etc. I may assign a grade of “A-” on a specific assignment to indicate that the work is close to an “A” but the “A-” will be averaged with other grades to determine the final grade. An “A-” means that a student almost, but not quite, achieved “A” work. Requirements for class attendance and assignments and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

University of Florida Grade Policy

Percentage or points earned in class	93%-100%	90%-92.9%	87%-89.9%	83%-86.9%	80%-82.9%	77%-79.9%	73%-76.9%	70%-72.9%	67%-69.9%	63%-66.9%	60%-62.9%	Below 60%
Letter grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	W F	I N G	S- U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0

For greater detail, see the Registrar’s Grade Policy regulations at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Electronics Policy

Electronic technology is a part of our daily activities but it is important to keep it in the correct place in our daily lives. Laptops and other electronic technology **MUST NOT BE USED** in class except for taking notes related to this class. It is not permissible to use the web, read or write email, watch movies, and other distracting activities during class. Failure of even a few people to abide by this policy could result in the banning of laptop use during class lectures, discussions, and presentations. Additionally, the use of I-Pads or other electronic devices not necessary to accommodate the above policy could result in the instructor taking possession of such device until the end of the class period.

Assistance for Writing Papers

The online resources to assist you in writing are extensive. The Dial Center for Written and Oral Communication (<http://www.cwoc.ufl.edu/>) and the University Writing Program (<http://writing.ufl.edu>) at the University of Florida can assist you in several different aspects of writing. You can use the writing lab to get one-on-one help on every area of composition from basic grammar and mechanics to topics like essay organization, style, and argument. Students can schedule an appointment (<https://writing.ufl.edu/writing-studio/for-students/>) or calling (352) 846-1138. Tutoring service is provided at Tigert Hall during day time or Library West at evening depending on the availability of tutors

Many other universities offer online handbooks on writing. I have found the following three particularly useful: the University of North Carolina at Chapel Hill (<http://writingcenter.unc.edu/handouts/>), the University of Wisconsin (<http://www.wisc.edu/writing/Handbook/>), and Purdue University (<http://owl.english.purdue.edu/>). I found the following handouts particularly helpful while editing papers; <http://writing.wisc.edu/Handbook/CommonErrors.html> and <http://www.wisc.edu/writing/Handbook/ClearConciseSentences.html>. The online handbooks described above discuss many aspects of writing papers. Students at the graduate level should be prepared to write a critical argument rather than simply describe relationships. If you have any questions about what is expected at the graduate level, please see the instructor.

The following book presents similar information on how to improve your writing skills in an easy to use manner.

Williams, J. M. & Bizup, J. 2016. *Style: Lessons in Clarity and Grace, Twelfth Edition*. New York: Pearson.

Academic Honesty

Students MUST follow the University's policy regarding unauthorized use of materials (i.e., cheating), prohibited collaboration, and the use of copyrighted materials. Students are responsible for reading and abiding by the University's student code of conduct (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) and the University Honor Code. UF students are bound by the Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment. The Honor code (see page 12 of <https://sccr.dso.ufl.edu/wp-content/uploads/sites/4/2018/08/The-Orange-Book-Web.pdf>) specifies a number of behaviors that are in violation of this code and the possible sanctions. In particular, there are rules governing plagiarism. If you directly quote someone or use an idea from another source, you must attribute that idea or those words to an original author. If you are unclear about what constitutes plagiarism, please make an appointment with me to discuss this. You can also consult the above website and the graduate catalog for further information. In the context of this course, if you directly quote someone or use an idea from another source, you must attribute that idea or words. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you are unclear about what constitutes plagiarism or other aspects of academic honesty, please make an appointment with the instructor to discuss this.

Campus Resources for Students/Accommodations for Students with Disabilities

The instructor will respect the needs for accommodations for students with disabilities consistent with the University's policy on such accommodations. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. I am happy to provide reasonable accommodations for students who register with the DRC, and ask that students inform me of any request no later than the end of the second week of the course.

At times students may experience periods of increased stress when challenges related to decisions, goals and relationships arise. Often these experiences are accompanied by thoughts and emotions that produce sadness, anxiety, frustration, anger and confusion. If you are experiencing excessive stress in your life that are affecting your ability to meet the deadlines for this course, please speak to the instructor or make use the following resources available at the University of Florida:

- Health and Wellness
 - U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
 - Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575; and the University Police
Department: 352-392-1111 or 9-1-1 for emergencies.
 - Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.
 - University Police Department, 352-392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
- Academic Resources:
 - E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu, <https://lss.at.ufl.edu/help.shtml>

- Career Connections Center, Reitz Union, 352-392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask> . Various ways are available to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 352-392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two to three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu/results/>.

Changes

As the course develops, I may make changes in the readings or assignments, and scheduling. Similarly, changes may be made to the schedule if I am required to take out-of-town travel. If there are topics that you are interested in that you do not feel are adequately covered in the course, let me know. This is your course, and we will make time for the exploration of new ideas, within the limits of time and reason. You should also be willing to invest some of your time into finding materials and leading discussion on those new ideas. If you define a new topic, this presentation may substitute for the required presentation.

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Students MUST follow the University's policy regarding unauthorized use of materials (i.e., cheating), prohibited collaboration, and the use of copyrighted materials. Students are responsible for reading and abiding by the University's student code of conduct (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) and the University Honor Code. UF students are bound by the Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment. The Honor code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. In particular, there are rules governing plagiarism. If you directly quote someone or use an idea from another source, you must attribute that idea or those words to an original author. If you are unclear about what constitutes plagiarism, please make an appointment with me to discuss this. You can also consult the above website and the graduate catalog for further information. In the context of this course, if you directly quote someone or use an idea from another source, you must attribute that idea or words. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you are unclear about what constitutes plagiarism or other aspects of academic honesty, please make an appointment with the instructor to discuss this.

Help for Student/Accommodations for Students with Disabilities

The instructor will respect the needs for accommodations for students with disabilities consistent with the University's policy on such accommodations. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. I am happy to provide reasonable accommodations for students who register with the DRC, and ask that students inform me of any request no later than the end of the second week of the course.

At times students may experience periods of increased stress when challenges related to decisions, goals and relationships arise. Often these experiences are accompanied by thoughts and emotions that produce sadness, anxiety, frustration, anger and confusion. If you are experiencing excessive stress in your life that are affecting your

ability to meet the deadlines for this course, please speak to the instructor or contact the Counseling and Wellness Center (<http://www.counseling.ufl.edu/cwc/Default.aspx>; (352) 392-1575) to make an appointment or contact the University Police Department at 352-392-1111 or 911 for emergencies. If you observe or know of anyone in distress, please reach out to U Matter, We Care (www.umatter.ufl.edu), 352-294-CARE (2273) or #UMatterUF.

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Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two to three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu/results/>.

Teaching Philosophy

The assignments of this course and all courses that I teach have been designed to allow students to practice the kinds of skills they will use as planning professionals. The exercises have been designed to develop the following skills that will be important in professional practice: (1) *critical thinking*; (2) *presentation (verbal) communication*; (3) *evaluation and critique*; (4) *argumentation*; and (5) *written communication skills*. Consistent with the expectations of professional conduct in this course, all written assignments, except minor in-class exercises, must be typed. No hand-written assignments will be accepted.

Students will be asked to exercise their *critical thinking skills* throughout the course. In the summary of the readings and in the class discussion, they will read and analyze the perspective of the various authors, understand the assumptions being made by the authors, summarize and present the argument to the class, and contrast the readings with other course materials. In the writing assignments, students will be asked to consider the diverse perspectives on transportation and develop their own perspective. All students will develop their *presentation skills* through the presentation of their research paper. In the weekly class discussion, students will be required to respond to questions from the instructor and other members of the class. Each student will be required to *evaluate* the arguments of the authors of the required readings. In the research paper and in the comments of the readings, students will be required to *develop a basic argument* and present it in a manner that is easily understood (thus developing good *written communication skills*). These skills are important because in professional practice, transportation professionals need to write in a manner that clearly states the goals of the writing, develops the argument persuasively and is written in a manner that is easily understood.

Changes

As the course develops, I may make changes in the readings or assignments, and scheduling. If there are topics that you are interested in that you do not feel are adequately covered in the course, let me know. This is your course, and we will make time for the exploration of new ideas, within the limits of time and reason. You should also be willing to invest some of your time into finding materials and leading discussion on those new ideas. If you define a new topic, this presentation will substitute for the required presentation.

Course Outline

January 7

Overview of the Course
Course Syllabi Handed Out
Assignments and Readings Explained

Required Readings to be completed before class:
Levinson & Krizek, Chapters 1 – 2

January 14

Florida' Growth Management: A Framework to understanding land use and transportation connections
Diamonds of Individual Actions
Homebuying

Required Readings to be completed before class:
Levinson & Krizek, Chapter 4
Marshall, Chapters 1-5
Calthorpe & Fulton, Part 1

Elenna R. Dugundji, Antonio Paez, Theo A. Arentze, and Joan L. Walker. 2011. "Transportation and Social Interactions," *Transportation Research Part A*, 45 (4): 239–247.

Joan L. Walker and Jieping Li. 2007. "Latent Lifestyle Preferences and Household Location Decisions," *Journal of Geographical Systems*, 9 (1): 77–101.

January 21

Jobseeking
Traveling

Required Readings to be completed before class:
Levinson & Krizek, Chapter 5
Marshall, Chapters 6-9

January 28

Transit-Oriented Development

Required Readings to be completed before class:
Levinson & Krizek, Chapters 6 and 7

Chatman, D.G. (2013) Does TOD Need the T? On the Importance of Factors Other Than Rail Access. *Journal of the American Planning Association*. Vol. 79, Issue 1 DOI: 10.1080/01944363.2013.791008

Guerra, Erick and Cervero, Robert. (2012) "Transit and the 'D' Word" Access 40: 2-8 Available at:
http://www.uctc.net/access/40/access40_transitanddensity.pdf

Drennan, Matthew and Brecher, Charles. (2012). "Can Public Transit Increase Economic Efficiency?" Access 40: 29-33. Available at: http://www.uctc.net/access/40/access40_transiteconomy.shtml

Taylor, B. D., Miller, D., Iseki, H. & Fink, C. (2009) Nature and/or nurture? Analyzing the determinants of transit ridership across US urbanized areas *Transportation Research Part A* 43: 60-77

Loukaitou-Sideris, Anastasia and Tridib Banerjee. (1996, Fall) "There's No There There: Or Why Neighborhoods Don't Readily Develop Near Light-Rail Transit Stations," Access 9: 2-6. (Available at: <http://www.uctc.net/access/>)

Loukaitou-Sideris, A., Cuff, D., & Higgins, H. (2012, March) "Up in the Air: Urban Design for LRT Stations in Highway Medians. Prepared for the University of California Transportation Center, Report UCTC-FR-2012-06. Available at: <http://www.uctc.net/research/papers/UCTC-FR-2012-06.pdf>

Loukaitou-Sideris, A. (2010, February). "A New-found Popularity for Transit-oriented Development? Lessons from Southern California" *Journal of Urban Design* 15, 1: 49-68. Available at: <http://www.uctc.net/research/papers/UCTC-FR-2012-05.pdf>

Pickrell, D. "A Desire Named Streetcar: Fantasy and Fact in Rail Transit Planning," *Journal of the American Planning Association* 58, 2: 158-176.

Review:

Dittmar, Hank. 1995. "Is Rail Transit Right For Your Community? Asking the Right Questions; Measuring the Benefits" (see http://transact.org/wp-content/uploads/2014/04/Is_Rail_Transit_Right_For_Your_Community.pdf)

Boarnet, Marlon and Crane, Randall. "LA Story: A Reality Check for Transit-Based Housing," *Journal of the American Planning Association* 63: 2, pp. 189-204 (Spring 1997).

Dena Belzer and Gerald Autler. 2002. "Transit-Oriented Development: Moving From Rhetoric To Reality" Retrieved August 24, 2009, from: http://www.brookings.edu/reports/2002/06cities_dena-belzer-and-gerald-autler.aspx

Reconnecting America Center for Transit-Oriented Development (CTOD). (2009, May 5). "Destinations Matter: Building Transit Success White Paper. Search for the report, by title, at the following e-mail address: <http://www.reconnectingamerica.org/resource-center/books-and-reports/>

G.B. Arrington, Robert Cervero, Center for TOD and the Urban Land Institute TCRP 128: Effects of TOD on Housing, Parking and Travel" Retrieved August 19, 2011, from: http://www.trb.org/Publications/Blurbs/Effects_of_TOD_on_Housing_Parking_and_Travel_160307.aspx

***** Paper topic due Sunday, February 2 at 11:55 pm.**

February 4

Transit-Oriented and Pedestrian-Oriented Development (cont.)

Equity in Access to Transit Systems

Children's Travel to School

Scheduling

Diamonds of Exchange

Required Readings to be completed before class:

Marlon G. Boarnet, Kenneth Joh, Walter Siembab, William Fulton, and Mai Thi Nguyen. 2011. "Retrofitting the Suburbs to Increase Walking: Evidence from a Land-Use-Travel Study," *Urban Studies*, 48(1): 129-159.

Cervero, R. (2009, Fall) TOD and Carsharing: A Natural Marriage, *Access* 35: 25-29 Available at: http://www.uctc.net/access/35/access35_TOD_and_Carsharing.pdf

Handy, S. 2012. The Davis Bicycle Studies: Why do I bicycle but my neighbor doesn't? Handy http://www.uctc.net/access/39/access39_davis.shtml

Susan L. Handy, Yan Xing, and Theodore J. Buehler. 2010. "Factors Associated with Bicycle Ownership and Use: A Study of Six Small US Cities," *Transportation*, 37: 967-985.

John Pucher, Jennifer Dill, and Susan L. Handy. 2010. "Infrastructure, Programs, and Policies to Increase Bicycling: An International Review," *Preventive Medicine*, 50: S105-S125.

John Pucher. 2011. "Bicycling Renaissance in North America? An Update and Re-Appraisal of Cycling Trends and Policies," *Transportation Research Part A*, 45: 451-475.

Jennifer Dill and Theresa Carr. 2003. "Bicycle Commuting and Facilities in Major U.S. Cities: If You Build Them, Commuters Will Use Them," *Transportation Research Record: Journal of the Transportation Research Board*, 1828: 116–123.

Pollack, S., Bluestone, B., & Billingham, C. (2010). *Maintaining Diversity In America's Transit-Rich Neighborhoods*. New England Community Developments, 1. Retrieved from: http://nuweb9.neu.edu/dukakiscenter/wp-content/uploads/TRN_Equity_final.pdf

McDonald, N. C., Steiner, R. L., Lee, C., Rhoulac Smith, T., Zhu, X., & Yang, Y. (2014). Impact of the safe routes to school program on walking and bicycling. *Journal of the American Planning Association*, 80(2), 153-167. Retrieved from: <http://www.tandfonline.com/doi/full/10.1080/01944363.2014.956654>.

Steiner, R. L., I. Bejleri, A. Fischman, R. E. Provost, A. Arafat, M. Guttenplan, & L. B. Crider. (2011). "Policy Impacts on Mode Choice in School Transportation: An Analysis of Four Florida School Districts," East Lansing, MI: Michigan State University Press. (Author's version)

McKoy, Deborah, Vincent, J. M> and Makarewicz, Carrie. (2008, Fall). Integrating Infrastructure Planning: The Role of Schools. Access # 33. Retrieved August 24, 2009, from: <http://www.uctc.net/access/33/Access%2033%20-%2004%20-%20The%20Role%20of%20Schools.pdf>

Skim:

Steiner, Ruth, Linda B. Crider, and Matthew Betancourt with Amanda K. Hall and Tina Perrotta. (2006, May). "Safe Ways to School – the Role of Multimodal Planning" Prepared for the Florida Department of Transportation Office of Systems Planning. Retrieved on from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.602.1321&rep=rep1&type=pdf>

Florida Department of Community Affairs (FDCA) Division of Community Planning. (2009). "School Planning and Coordination" Retrieved August 27, 2012, from <http://www.floridajobs.org/community-planning-and-development/programs/technical-assistance/planning-initiatives/infrastructure-planning/school-coordination-and-planning>

February 11

Siting Selling

Required Readings to be completed before class:
Levinson & Krizek, Chapter 8-9

February 18

Diamonds of Evaluation Designing

Required Readings to be completed before class:
Levinson & Krizek, Chapter 10

Steiner, R. and A. Fischman. (in press.) Does Land Use And Transportation Coordination Really Make A Difference In Creating Livable Communities? Chapter 12 in F. Wagner, R. Caves and E. Noll (eds.), *Community Livability: Issues and Approaches to Sustaining the Well-Being of People and Communities*, Routledge Press.

Deakin, Elizabeth. (2008, Fall). "Transportation Planning as an Integral Part of Urban Development: The Emerging Paradigm," Access #33, Retrieved August 24, 2009 from: <http://www.uctc.net/access/33/Access%2033%20-%2001%20-%20Intro%20-%20The%20Emerging%20Paradigm.pdf>

Boarnet, Marlon G. (2008, Fall). "Transportation Infrastructure and Sustainable Development: New Planning Approaches for Urban Growth," Access #33 Retrieved August 24, 2009, from:
<http://www.uctc.net/access/33/Access%2033%20-%2005%20-%20New%20Planning%20Approaches.pdf>

*** Paper Outline due in Canvas by Sunday, February 23 at 11:55 pm.

February 25

New Urbanism

Field Trip to Town of Tioga and Haile Plantation

Required Readings to be completed before class:

Levinson & Krizek, Chapter 11

Calthorpe, Part 2

Congress of the New Urbanism. (1996). Charter of the New Urbanism. Retrieved August 24, 2009, from:

<http://www.cnu.org/charter>

March 3

No class; spring break

March 10

New Urbanism

Assembling

Required Readings to be completed before class:

Calthorpe, Parts 3 and 4

Levinson & Krizek, Chapter 12

March 17

Operating

Parking Supply and Demand Management

Required Readings to be completed before class:

Levinson & Krizek, Chapter 13

Steiner, R. L. (2007). Transportation concurrency: An idea before its time? Chapter 13 in Connerly, C., Chapin, T., & Higgins, H. (Eds.) *Growth management in Florida: Planning for paradise*. Ashgate Publishing. (Author's final version; on e-learning)

Shoup, D. (2011, Spring) Free Parking or Free Markets, Access 38 Retrieved from:

http://www.uctc.net/access/38/access38_free_parking_markets.shtml

Manville, M. (2014, Spring). Parking Requirements and Housing Development: Regulation and Reform in Los Angeles Access 44

Manville, M. Parking Requirements and Housing Development: Regulation and Reform in Los Angeles. *Journal of the American Planning Association* vol. 79, Issue 1, pp. 49-66. DOI: 10.1080/01944363.2013.785346

Pierce, G. & Shoup, D. (2013, Fall) *SFpark*: Pricing Parking by Demand. Access 43. Retrieved from:

http://www.uctc.net/access/43/access43_sf_park.shtml

Willson, R. (2013, Fall) Parking Reform Made Easy. Access 43. Retrieved from:

http://www.uctc.net/access/43/access43_parking_reform.shtml

Other readings to be assigned later.

March 24

Multimodal Transportation Planning

Florida's Growth Management Framework and its connection to Transportation and Land Use

Required Readings to be completed before class:

Kanafani, Adib. (2009, Fall). "Multimodal Transportation in California: Connecting Planes, Trains, and Automobiles," Access #33 Retrieved August 24, 2009, from: <http://www.uctc.net/access/33/Access%2033%20-%2002%20-%20Multimodal%20Transportation.pdf>

Florida Department of Transportation, Systems Planning Office. 2003. *Multimodal Transportation Districts and Areawide Quality of Service Handbook*. Tallahassee: Florida Department of Transportation. (On e-learning)

Elefteriadou, L. Srinivasan, S., Steiner, R. L., Tice, P. C., & Lim, K. (2012, October) Expanded Transportation Performance Measures to Supplement Level of Service (LOS) for Growth Management and Transportation Impact Analysis Retrieved from: http://www.dot.state.fl.us/research-center/Completed_Proj/Summary_PL/FDOT_BDK77_977-14_rpt.pdf

Florida Department of Community Affairs (FDCA). (2009, June 18). Florida Mobility Fee Study (PowerPoint Presentation). Retrieved from <http://www.floridajobs.org/fdcp/dcp/MobilityFees/Files/CUTRMobilityFeePresentation.pdf>

Florida Department of Community Affairs (FDCA) (2009, March 25). Florida Mobility Fee Study: Phase 1 Report – Policy Analysis and Methodology. Retrieved August 24, 2009, from: http://www.nefpc.org/pdfs/FL%20SB%20360/Florida%20Mobility%20Fee%20Study%20Phase%201_CUTR.pdf

Florida Department of Transportation (FDOT) (2011, December 15) Proportionate Share Calculation Report. Submitted to the President of the Florida Senate and the Speaker of the Florida House of Representatives, pursuant to Section 22, Chapter 2011-139, Laws of Florida. Retrieved from: <http://www.dot.state.fl.us/planning/policy/community/propshare.pdf>

Please familiarize yourself with these documents:

Florida Department of Transportation, Systems Planning Office. (2010). *Transportation Site Impact Handbook: Estimating the Transportation Impacts of Growth*. Retrieved from http://teachamerica.com/TIH/TSIH_April_201404.pdf.

March 31

Multimodal Transportation

Vehicle-Miles-of-Travel-Based Methodologies of Traffic Impact Assessment

See readings for March 24.

April 7

Drawing the Curtain

Climate Change in Florida - The Role of Land Use and Transportation Policy in Florida

Required Readings to be completed before class:

Berry, L., Arockiasamy, M., Bloetscher, F., Kaiser, E., Rodriguez-Seda, J., Scarlatos, P., Teegavarapu, R., and Hernandez Hammer, N.M. (2012, January) Development of a Methodology for the Assessment of Sea Level Rise Impacts on Florida's Transportation Modes and Infrastructure. Retrieved from: http://www.dot.state.fl.us/research-center/Completed_Proj/Summary_PL/FDOT_BDK79_977-01_rpt.pdf

Council on Environmental Quality (CEQ). (n.d.) Revised Draft Guidance for Greenhouse Gas Emissions and Climate Change. Retrieved from: <https://www.whitehouse.gov/administration/eop/ceq/initiatives/nepa/ghg-guidance>

American Association of State Highway Transportation officials (AASHTO). AASHTO Comments on Revised Draft Guidance on Considerations of Greenhouse Gas Emissions and the Effects of Climate Change in NEPA [National Environmental Policy Act] Reviews. Retrieved from: http://scoe.transportation.org/Documents/AASHTO%20Comment%20Letter_CEQ%20Guidance%20on%20GHG%20in%20NEPA.pdf

https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1124&context=trec_reports

https://ceq.doe.gov/guidance/ceq_guidance_nepa-ghg-climate_final_guidance.html

https://environment.transportation.org/environmental_topics/proj_delivery_stream/recent_dev_archive.aspx?year=2016

<https://www.arb.ca.gov/cc/sb375/sb375.htm>

<https://www.arb.ca.gov/cc/ab32/ab32.htm>

<https://sls.geoplan.ufl.edu/beta/viewer/>

April 14

Sustainable Land Use Planning and the Role of Brownfield Redevelopment

Center for Creative Land Recycling (CCLR) (2013) Live, Work, Play: Case Studies and Resources for Brownfield Redevelopment. Retrieved from: <http://www.cclr.org/sites/default/files/Case%20Study%20Booklet.pdf>

Center for Creative Land Recycling (CCLR) (2012) Redeveloping Brownfield Sites: A Regional Approach. Retrieved from: <http://www.cclr.org/sites/default/files/Redeveloping%20Brownfield%20Sites%20Issue%20Brief.pdf>

United States Conference of Mayors, The (2010) Brownfields Redevelopment: Reclaiming Land, Revitalizing Communities, A Compendium of Best Practices, Volume 5, Retrieved from:

<http://www.usmayors.org/pressreleases/uploads/november2010bestpractices.pdf>

BenDor, T. K., Metcalf, S. S., & Paich, M. (2011). The dynamics of brownfield redevelopment. *Sustainability*, 3(6), 914-936.

De Sousa, C. A., Wu, C., & Westphal, L. M. (2009). Assessing the effect of publicly assisted brownfield redevelopment on surrounding property values. *Economic development quarterly*. doi: 10.1177/0891242408328379

Loures, L. (2015). Post-industrial landscapes as drivers for urban redevelopment: Public versus expert perspectives towards the benefits and barriers of the reuse of post-industrial sites in urban areas. *Habitat International*, 45, 72-81.

McCarthy, L. (2002). The brownfield dual land-use policy challenge: reducing barriers to private redevelopment while connecting reuse to broader community goals. *Land Use Policy*, 19(4), 287-296.

The following website includes information on the Cabot/Koppers Superfund site, which is located between Main Street and NW 6th Street just north of NW 23rd Street. Familiarize yourself with the Alachua County website and, in particular, the History of the site.

Alachua County Department of Environmental Protection (ACDEP) (n.d.) Cabot Koppers Superfund Site (and Historical Background). Retrieved from:

<http://www.alachuacounty.us/Depts/epd/Pollution/Pages/CabotKoppersSuperfund.aspx> and

http://www.dep.state.fl.us/waste/quick_topics/publications/wc/sites/summary/007.pdf

Skim:

United States Environmental Protection Agency (USEPA). (2015, November 23) Brownfields (and "Brownfields Overview and Definition" and "Anatomy of Brownfields Redevelopment"). Retrieved from:

<http://www2.epa.gov/brownfields> (and <http://www2.epa.gov/brownfields/brownfield-overview-and-definition> and http://www2.epa.gov/sites/production/files/2015-09/documents/anat_bf_redev_101106.pdf). (Familiarize yourself with the rest of this website.)

United States Environmental Protection Agency (USEPA). (2013, November 23) EPA's Superfund Program. Retrieved from: <http://www2.epa.gov/superfund>.

April 21

Student Presentations

April 27

Paper due in instructor's mailbox and submitted to Canvas by 5:00 pm.