

**URP6711 (Section 06E5)
Transportation and Land Use Coordination**

Class Meets:
Mondays (Period 10-E2) 5:10 p.m. – 9:10 p.m. in RNK 106

Instructor: Dr. Ruth L. Steiner
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Office Hours: Tuesday 2:00-4:00 or by appointment¹
Please sign up at: <http://steiner-office-hours.wikispaces.com/>
E-learning in Canvas: <http://lss.at.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 largely 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 Growth Management and Transportation 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 check my wiki (<http://steiner-office-hours.wikispaces.com/>) 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 (<http://lss.at.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. (2008). *Planning for Place and Plexus: Metropolitan Land Use and Transport*. New York: Routledge.

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 will count as an absence.** Late arrivals and early departures distract your colleagues and me. If you expect to miss a class, 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. 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.

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.

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 October 15 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 before class time on Sunday, September 20. If you hand it in on time and do an adequate job, you will receive an “A” 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) and list of at least 5 references, in proper reference format, is due on Sunday, October 18. If you hand it in on time and do an adequate job, you will receive an “A” 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)** for this portion of the assignment. On Monday, December 7, 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 finding. The presentation counts for 10% of your final grade. The final paper and the abstract are due on Monday, December 14th at 3:00 p.m. The abstract is worth 2% of the grade. **Failure to turn in an abstract will result in a grade of zero (0)**. 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, September 20 at 11:55 pm)	2%
Paper Outline (including 5 sources) (due Sunday, October 18 at 11:55 pm)	3%
Paper Presentation (during class on Monday, December 7, 2014)	10%
Paper Abstract (handed in at the same time as paper, due Monday, December 14 at 3 pm)	2%
Policy Research Paper/Project (due Monday, December 14 at 5 pm)	43%
Total for Paper Portion of the Grade	60%

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 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.

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.

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 context of the project; (4) methodology – explain the methodology used to gather your data for your project; (5) results/finding – explains the results of 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 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 circulation along Archer Road, study of traffic in 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 transportation topics (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, how greenhouse gas emissions reductions might be made in the transportation sector in Alachua County). The University’s Transportation Working Group has a long list of projects that they would like to complete in the near future. 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> and under the “Frequently Asked Questions” about the APA Style at: <http://www.apastyle.org/learn/faqs/index.aspx?imw=Y>. 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	WF	I	NG	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	0.0

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

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 for 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.

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/>.

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

August 24

**Overview of the Course
Course Syllabi Handed Out
Assignments and Readings Explained
Diamonds of Individual Actions**

Required Readings to be completed before class:

Levinson & Krizek, Chapters 1 – 2

August 31

**Homebuying
Jobseeking**

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.

September 7

No Class; Labor Day

September 14

**Traveling
Transit-Oriented Development**

Required Readings to be completed before class:

Levinson & Krizek, Chapter 5

Marshall, Chapters 6-9

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, September 20 at 11:55 pm.**

**September 21
Transit-Oriented and Pedestrian-Oriented Development (cont.)
Scheduling**

Required Readings to be completed before class:

Levinson & Krizek, Chapter 6

(Also see required and recommended readings for September 14)

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.

September 28
Children’s Travel to School
Diamonds of Exchange

Required Readings to be completed before class:
Levinson & Krizek, Chapter 7

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 January 7, 2008 from: http://www.dot.state.fl.us/research-center/Completed_Proj/Summary_PL/FDOT_BD545_32_rpt.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>

October 5
Siting
Selling

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

October 12
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, October 18 at 11:55 pm.

October 19
New Urbanism

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>

October 26
New Urbanism
Assembling

Required Readings to be completed before class:

Calthorpe, Parts 3 and 4
Levinson & Krizek, Chapter 12

November 2
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.

November 9
Multimodal Transportation Planning
Coordination of 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.nefrpc.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.

November 16
Multimodal Transportation
Vehicle-Miles-of-Travel-Based Methodologies of Traffic Impact Assessment

See readings for November 9.

November 23
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

Other readings to be determined

November 30
Sustainable Land Use Planning and the Role of Brownfield Redevelopment

December 7
Student Presentations

December 14
Paper due in instructor's mailbox and submitted to Canvas by 5:00 pm.