

**URP6711 (Class #29895)**  
Transportation and Land Use Coordination

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

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E-learning in Canvas: [elearning.ufl.edu](http://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 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 Master 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.

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<sup>1</sup>You can meet with me in person or join me via Zoom (Meeting ID: 733 535 6063; Passcode: P1E32h). These hours are tentative pending decisions about research and committee meetings. I will occasionally schedule additional hours as needed to meet demand..

## Structure of the Course

This course is 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.

In conjunction with the University of Florida's emphasis on technology in teaching, E-learning in Canvas ([elearning.ufl.edu](http://elearning.ufl.edu)) is used 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 have questions about the Canvas system, contact Learning Support Systems ([learning-support@ufl.edu](mailto:learning-support@ufl.edu)) or (352) 392-4357.

## 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 are 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.

Students are 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 are 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 are required to respond to questions from the instructor and other members of the class. Each student should *evaluate* the arguments of the authors of the required readings. In the research paper and on the comments of the readings, students are 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.

## Course Readings

The following book is the required text for the course:

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

In the past, I have used the following books, which are available on reserve in the library. These books are beginning to out of date; nonetheless each book makes specific points of relevance to the course. You can read them 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 may be assigned, as needed, by the instructor or students leading class discussions.

## Student Responsibilities and Grading

Grades are based upon three 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 (see below, for deadlines and point for assignments related to this paper)	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. 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. 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.

### 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	NG
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 [university grades and grading policies](#).

#### • **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 the [university attendance policies](#)

Students are 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 do not agree
- Try to understand all sides of an issue
- Talk through issues, do not try to change other's minds
- Stay focused; stick to the subject
- Avoid overly long stories, anecdotes, or examples
- Do not 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. 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. To assist the instructor, including your classmate, in preparing for each class, students are 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 can take a break in the preparation of these questions during two weeks of the semester, excluding the first and last class.

- *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.

- **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, Job seeking, 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 is required to meet with the instructor before March 4 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 30 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 27 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 19, 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 25 at noon (and in the instructor’s mailbox by 5 pm). 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, January 30 at 11:55 pm)	2%
Paper Outline (including 5 sources) (due Sunday, February 27 at 11:55 pm)	3%
Paper Presentation (during class on Tuesday, April 19; due on Canvas on Monday, April 18 at 11:55 pm)	8%
Paper Abstract (handed in at the same time as paper, due Monday, April 25 at noon)	2%
Policy Research Paper/Project (due Monday, April 25 at noon)	45%
<b>Total for Paper Portion of the Grade</b>	<b>60%</b>

*• 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 are 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 are 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, 16<sup>th</sup> 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.

### 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. 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 [Student Conduct and Honor Code](#) and the [Regulations of the University of Florida](#) specify a number of behaviors that are in violation of this code and the possible sanctions. There are rules governing plagiarism. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. 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 use the same material in two courses without discussing this with your instructor, you may be engaging in self-plagiarism.** If you are unclear about what constitutes plagiarism or other aspects of academic dishonesty, please make an appointment with the instructor to discuss this. You can also consult the above website and the graduate catalog for further information.

### In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### 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 [tutortrac.clas.ufl.edu](http://tutortrac.clas.ufl.edu)), or calling (352) 846-1138.

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.

## Other Campus Academic Resources

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* Visit the [Student Honor Code and Student Conduct Code](#) webpage for more information.

*On-Line Students Complaints:* View the [Distance Learning Student Complaint Process](#)

## Help 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, <https://disability.ufl.edu/get-started/>) 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 Health and Wellness resources available at the University of Florida:

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

*University Police Department:* Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

*GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit [the GatorWell website](#) or call 352-273-4450.

### **Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students are notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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.



## Course Schedule

### **Week 1 (January 11)**

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

*Required Readings to be completed before class:*

Levinson & Krizek, Chapters 1 – 2

### **Week 2 (January 18)**

**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

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.

Cao, X., Mokhtarian, P.L. and Handy, S.L., 2009. Examining the impacts of residential self - selection on travel behaviour: a focus on empirical findings. *Transport reviews*, 29(3), pp.359-395.

Guan, X. and Wang, D., 2019. Residential self-selection in the built environment-travel behavior connection: Whose self-selection? *Transportation Research Part D: Transport and Environment*, 67, pp.16-32.

*Recommended Meeting:*

Marshall, Chapters 1-5  
Calthorpe & Fulton, Part 1

### **Week 3 (January 25)**

**Jobseeking**  
**Traveling**

*Required Readings to be completed before class:*

Levinson & Krizek, Chapter 5

Boarnet, M. and Crane, R., 2001. The influence of land use on travel behavior: specification and estimation strategies. *Transportation Research Part A: Policy and Practice*, 35(9), pp.823-845.

Zhang, M. and Zhang, W., 2020. When context meets self-selection: the built environment–travel connection revisited. *Journal of Planning Education and Research*, 40(3), pp.304-319.

*Recommended Reading:*

Marshall, Chapters 6-9

**\*\*\* Paper topic due Sunday, January 30 at 11:55 pm.**

## **Week 4 (February 1)**

### **Transit-Oriented and Pedestrian-Oriented Development**

*Required Readings to be completed before class:*

Levinson & Krizek, Chapters 6 and 7

Carlton, I., 2009. Histories of transit-oriented development: perspectives on the development of the TOD concept (No. 2009, 02). Working Paper.

Renne, J.L. and Ewing, R., 2013. Transit-oriented development: an examination of America's transit precincts in 2000 & 2010.

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: <https://escholarship.org/content/qt83f6q2nv/qt83f6q2nv.pdf>

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, A., 2010. A new-found popularity for transit-oriented developments? Lessons from Southern California. *Journal of Urban Design*, 15(1), pp.49-68.

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

Chatman, D. G., Xu, R., Park, J., & Spevack, A. (2019). Does transit-oriented gentrification increase driving? *Journal of Planning Education and Research*, 39(4), 482-495.

*Review:*

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: <https://www.brookings.edu/research/transit-oriented-development-moving-from-rhetoric-to-reality/>

Arrington, G.B. and Cervero, R., 2008. TCRP report 128: Effects of TOD on housing, parking, and travel. Transportation Research Board of the National Academies, Washington, DC, 3, p.37.

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.

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. 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](http://nuweb9.neu.edu/dukakiscenter/wp-content/uploads/TRN_Equity_final.pdf)

**Week 5 (February 8)**  
**Transportation Equity**  
**Children's Travel to School**  
**Scheduling**  
**Diamonds of Exchange**

*Required Readings to be completed before class:*

Pollack, S., Bluestone, B. and Billingham, C., 2010. Maintaining diversity in America's transit-rich neighborhoods: Tool for equitable neighborhood change. Available at: <http://www.reconnectingamerica.org/assets/Uploads/TRNEquityfinal.pdf>.

Appleyard, B.S., Frost, A.R. and Allen, C., 2019. Are all transit stations equal and equitable? Calculating sustainability, livability, health, & equity performance of smart growth & transit-oriented-development (TOD). *Journal of Transport & Health*, 14, p.100584.

Fan, Y., Guthrie, A. and Levinson, D., 2012. Impact of light-rail implementation on labor market accessibility: A transportation equity perspective. *Journal of Transport and Land use*, 5(3), pp.28-39.

Blumenberg, E., 2004. En-gendering effective planning: spatial mismatch, low-income women, and transportation policy. *Journal of the American Planning Association*, 70(3), pp.269-281.

Blumenberg, E. and Manville, M., 2004. Beyond the spatial mismatch: Welfare recipients and transportation policy. *Journal of planning literature*, 19(2), pp.182-205.

Sanchez, T.W., Shen, Q., and Peng, Z.R., 2004. Transit mobility, jobs access and low-income labour participation in US metropolitan areas. *Urban studies*, 41(7), pp.1313-1331.

McDonald, N.C., Steiner, R.L., Lee, C., Rhoulac Smith, T., Zhu, X. and Yang, Y., 2014. Impact of the safe routes to school program on walking and bicycling. *Journal of the American Planning Association*, 80(2), pp.153-167.

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, D., Vincent, J.M. and Makarewicz, C., 2008. Integrating infrastructure planning: The role of schools. *Access Magazine*, 1(33), pp.18-26.

Limtanakool, N., Dijst, M. and Schwanen, T., 2006. The influence of socioeconomic characteristics, land use and travel time considerations on mode choice for medium-and longer-distance trips. *Journal of transport geography*, 14(5), pp.327-341.

Dharmowijoyo, D.B., Susilo, Y.O. and Karlström, A., 2016. Relationships among discretionary activity duration, its travel time spent and activity space indices in the Jakarta Metropolitan Area, Indonesia. *Journal of Transport Geography*, 54, pp.148-160.

*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 House of Representatives. (2011).School Concurrency

[https://www.myfloridahouse.gov/FileStores/Web/HouseContent/Approved/Web%20Site/education\\_fact\\_sheets/2011/documents/2010-11%20School%20Concurrency.3.pdf](https://www.myfloridahouse.gov/FileStores/Web/HouseContent/Approved/Web%20Site/education_fact_sheets/2011/documents/2010-11%20School%20Concurrency.3.pdf)

## **Week 6 (February 15)**

### **Siting Selling**

*Required Readings to be completed before class:*

Levinson & Krizek, Chapter 8-9

Handy, S., 1993. A cycle of dependence: automobiles, accessibility, and the evolution of the transportation and retail hierarchies. *Berkeley Planning Journal*, 8(1).

Sciara, G.C., Lovejoy, K. and Handy, S., 2018. The impacts of big box retail on downtown: A case study of target in Davis (CA). *Journal of the American Planning Association*, 84(1), pp.45-60.

## **Week 7 (February 22)**

### **Diamonds of Evaluation**

### **Designing**

### **Adaptable Transportation and Land Use Planning**

**\*\*\*Guest Speaker: Xueyin Bai, Beyond Neighborhood Design: Exploring the Effects of Smart Growth on Older Adults' Travel Behavior over Time**

*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, E.A., 2008. Introduction: Transportation Planning as an Integral Part of Urban Development: The Emerging Paradigm. *ACCESS Magazine*, 1(33), pp.1-1. Available at:

<https://escholarship.org/content/qt6qs660p2/qt6qs660p2.pdf>

Boarnet, M.G., 2008. Transportation Infrastructure and Sustainable Development. *ACCESS Magazine*, 1(33), pp.27-33.

Available at: <https://escholarship.org/content/qt26c8580k/qt26c8580k.pdf>

Schneider, K. L. (2003). *The Paris-Lexington Road: community-based planning and context sensitive highway design*.

Talen, E. (2009). Design by the rules: The historical underpinnings of form-based codes. *Journal of the American Planning Association*, 75(2), 144-160.

**\*\*\* Paper Outline due in Canvas by Sunday, February 27 at 11:55 pm.**

## **Week 8 (March 1)**

### **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>

### **Week 9 (March 8)**

No class; spring break

### **Week 10 (March 15)**

#### **New Urbanism Assembling**

*Required Readings to be completed before class:*

Calthorpe, Parts 3 and 4

Levinson & Krizek, Chapter 12

Lund, H., 2003. Testing the claims of new urbanism: Local access, pedestrian travel, and neighboring behaviors. *Journal of the American planning association*, 69(4), pp.414-429.

Cabrera, J.F. and Najarian, J.C., 2013. Can new urbanism create diverse communities? *Journal of Planning Education and Research*, 33(4), pp.427-441.

### **Week 11 (March 22)**

#### **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., 2018. Free parking or free markets. In *Parking and the City* (pp. 270-275). Routledge. Available at: <https://escholarship.org/content/qt00w047hr/qt00w047hr.pdf>

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: <https://escholarship.org/content/qt5jw96463/qt5jw96463.pdf>

Willson, R. (2013, Fall) *Parking Reform Made Easy*. *Access 43*. Retrieved from: <https://escholarship.org/content/qt8rq839r1/qt8rq839r1.pdf>

Other readings may be assigned later.

### **Week 12 (March 29)**

#### **Multimodal Transportation Planning The Influence of Transportation on Land Use Florida's Growth Management Framework and Its connection to Transportation and Land Use**

*Required Readings to be completed before class:*

Kanafani, A., 2008. Multimodal Transportation in California: Connecting Planes, Trains and Automobiles. ACCESS Magazine, 1(33), pp.2-7.

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)

Cervero, R. (1998). "Orbiting the City with Rail-Served Satellites: Stockholm, Sweden." Chapter 4 in *The Transit Metropolis: A Global Inquiry*. Washington, DC: Island Press, 1998, pp. 109-131. ISBN: 1559635916

Funderburg, R. G., Nixon, H., Boarnet, M. G., & Ferguson, G. (2010). New highways and land use change: Results from a quasi-experimental research design. *Transportation research part a: policy and practice*, 44(2), 76-98.

Boarnet, M., and Haughwout, A. (2000). Do Highways Matter? Evidence and Policy Implications of Highways' Influence on Metropolitan Development. Brookings Discussion Paper. Brookings Institution Center on Urban and Metropolitan Policy, Washington, DC

Eleferiadou, 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: <https://rosap.ntl.bts.gov/view/dot/25154>

Florida Department of Transportation. Office of Freight Logistics and Passenger Operations (FLP). (2016, November). A Guidebook: Using Mobility Fees to Fund Transit Improvements. <https://www.fdot.gov/docs/default-source/transit/Pages/FinalMobilityFeeGuidebook111816.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: <https://www.cutr.usf.edu/wp-content/uploads/2021/03/2009-06-FloridaMobilityFeeStudyPhase1.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](http://teachamerica.com/TIH/TSIH_April_201404.pdf).

### **Week 13 (April 5)**

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

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

*Required Readings to be completed before class:*

Levinson & Krizek, Chapter 14

Heres-Del-Valle, D., & Niemeier, D. (2011). CO2 emissions: Are land-use changes enough for California to reduce VMT? Specification of a two-part model with instrumental variables. *Transportation Research Part B: Methodological*, 45(1), 150-161.

McDonald, N.C., and Combs, T.S., 2020. Reinventing TIA: Contemporary Approaches to Addressing the Traffic Impacts of Urban Development. *Institute of Transportation Engineers. ITE Journal*, 90(9), pp.46-49.

Combs, T.S., McDonald, N.C. and Leimenstoll, W., 2020. Evolution in local traffic impact assessment practices. *Journal of Planning Education and Research*, p.0739456X20908928.

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. Available at: <https://rosap.ntl.bts.gov/view/dot/23948>

Council on Environmental Quality (CEQ). (2016, August 1). Final guidance for Federal Departments and Agencies on Consideration of Greenhouse Gas Emissions and the Effects of Climate Change in National Environmental Policy Act Reviews. Retrieved from: [https://ceq.doe.gov/docs/ceq-regulations-and-guidance/nepa\\_final\\_ghg\\_guidance.pdf](https://ceq.doe.gov/docs/ceq-regulations-and-guidance/nepa_final_ghg_guidance.pdf)

## **Week 14 (April 12)**

### **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: <https://www.cclr.org/?s=Live%2C+Work%2C+Play%3A+Case+Studies+and+Resources+for+Brownfield+Redevelopment>

US Environmental Protection Agency (USEPA) (2019, June) Anatomy of Brownfields Redevelopment. [https://www.epa.gov/sites/default/files/2015-09/documents/anat\\_bf\\_redev\\_101106.pdf](https://www.epa.gov/sites/default/files/2015-09/documents/anat_bf_redev_101106.pdf)

United States Conference of Mayors, The (2010) Brownfields Redevelopment: Reclaiming Land, Revitalizing Communities, A Compendium of Best Practices, Volume 5, Retrieved from: <https://groundworkusa.org/wp-content/uploads/2017/04/GWUSA-Brownfields-Highlights-2017.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](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>. (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>.

## **Week 15 (April 19)**

### **Student Presentations**

## **April 25**

**Paper due in Canvas by noon and in instructor's mailbox by 5:00 pm.**