

**DEPARTMENT OF URBAN AND REGIONAL PLANNING
UNIVERSITY OF FLORIDA**

**URP-6711 Transportation and Land Use Coordination
Tuesday, 10:40AM-1:40 PM, Architecture 0439**

Instructor: Lingqian (Ivy) Hu
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Office Hours: Tuesday, 9:30AM-10:30AM and by appointment

Course Objectives:

This course focuses on the interrelationship between transportation and land use, and related economic, social and environmental issues. The improvements in transportation system change accessibility of place and people, which in turn affect the location of different activities, thus land use patterns. For example, interstate highways enhance mobility, hence the accessibility to jobs and different facilities is also increased. People have the ability to move further away from their jobs without much additional transportation cost. Interstate highway programs turn out to be the major cause of urban sprawl in the United States. On the other hand, changes in land use patterns impact people's activity patterns, which then affect their travel behavior. For example, downtown usually is the most accessible place thus its land value is the highest, which results in the concentration of activities. Because of the high density and concentration, transit is more efficient than private automobiles in many downtown areas. An understanding of these interrelationships is critical to the solution of our transportation and land use related problems, including congestion, sprawl, parking, fuel consumption, air quality degradation, and social inequities.

The purpose of this course is to provide a basis for understanding transportation and land use planning in a broad context in geography, economics, institutions and politics. The first-half of this course is to offer students with conceptual background of transportation and land use interrelationship, as well as various angles to observe the so called transportation or land use problems, such as urban sprawl and congestion. The second-half of this course is to discuss issues related to transportation and land use planning, such as transit-oriented development, smart growth, climate change and social justice. By the end of the semester, students are expected to gain enough knowledge of the essential concepts, influential thinkers, and important debates associated with the transportation-land use connection as a foundation for both academic and professional work in the transportation field.

Texts and Reading:

Giuliano, G., and S. Hanson, S., eds. (2017) *The Geography of Urban Transportation*, 4th edition. New York: Guilford Press.

All other required readings will be available on the course website

Course requirements:

The class is organized as partly lecture and partly seminar. Students are expected to attend ALL class sessions. Students should read weekly assignments and be prepared for class. In discussions and activities, students will be asked to summarize, discuss and critique class readings, and to develop arguments for or against specific policy proposals. In addition to class participation, course requirements include an assignment and case study statement, proposal, presentation, and final report, which are all graded. Late assignments will be marked down. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](#)

Grading:

The course grade will be calculated as follows:

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| Assignment 1 | 5 % |
| Case Study Statement | 5% |
| Case Study Proposal Discussion | 20% |
| Case Study Presentation | 20% |
| Case Study Final Report | 30% |
| Class participation and discussion | 20% |

Please click the link to see UF grading policies for assigning grade points: [link to the university grades and grading policies.](#)

Academic Integrity

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions.

[Click here to read the Conduct Code.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

Help for Students/Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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.ua.ufl.edu/students/>. Students will be 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/>.

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) or calling (352) 846-1138.

Other Campus Academic Resources

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact 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.

Academic Resources

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

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

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| Week 1 | 1/10 | Introduction (online) |
| Readings | | Online |
| <i>Give Assignment 1</i> | | |
| Week 2 | 1/17 | Overview of Transportation and Land use |
| Readings | | Hanson, 2017, Chapter 1 “Introducing Urban Transportation” in Hanson and Giuliano |
| <i>Assignment 1 due</i> | | Travel Diary |
| Week 3 | 1/24 | Effects of Transportation on Land Use |
| Readings | | Giuliano, 2004, Chapter 9 in Hanson and Giuliano, pp. 252- 273. Cervero and Landis, 1997 Boarnet, M. and A. Haughwout, 2000, <i>Do Highways Matter? Evidence and Policy Implications of Highways' Influence on Metropolitan Development</i> , Brookings Institution, Washington, D.C. Stopher, P. R. (2004) “Reducing road congestion: a reality check,” <i>Transport Policy</i> , Vol. 11 pp. 117-131 Litman, T. (2007) “Evaluating rail transit benefits: A comment”, <i>Transport Policy</i> 14, pp. 94–97 |
| Week 4 | 1/31 | Effects of Land Use on Transportation |
| Readings | | Boarnet and Crane, 2017, Ch. 3 Ewing, Reid & R. Cervero (2010) Travel and the Built Environment, <i>Journal of the American Planning Association</i> , 76:3, 265-294, DOI: 10.1080/01944361003766766 Giuliano, G., 1991. “Is jobs-housing balance a transportation issue?” <i>Transportation Research Record</i> , No. 1305, pp. 305-312. |
| Guest speaker | | Linda Dixson and Rachel Mandell, UF |
| Discussion | | Describe the transportation network of your study area. |
| Week 5 | 2/7 | Automobile and Sprawl |

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| Readings | | <p>Lang, R. E. and J. Lefurgy, (2003) “Edgeless Cities: Examining the Noncentered Metropolis,” <i>Housing Policy Debate</i> Vol. 14 (3), pp. 427-460.</p> <p>Gleason, E., 1998, “Are cities dying?” <i>Journal of Economic Perspectives</i>, Vol. 12, pp. 139-160.</p> <p>Ewing, R., 1997, “Is Los Angeles-style sprawl desirable?” <i>Journal of the American Planning Association</i>, Vol. 63, Issue 1, pp. 107-126.</p> <p>Gordon, P. and H. Richardson, 1997, “Are Compact Cities a Desirable Planning Goal?” <i>Journal of the American Planning Association</i>, Vol. 63, No. 1, pp.95-106</p> |
| Discussion | | Is sprawl inevitable? |
| Week 6 | 2/14 | Pedestrian and Bicycling Planning |
| Readings | | <p>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,” <i>Urban Studies</i>, 48(1): 129–159.</p> <p>Susan L. Handy, Yan Xing, and Theodore J. Buehler. 2010. “Factors Associated with Bicycle Ownership and Use: A Study of Six Small US Cities,” <i>Transportation</i>, 37: 967–985.</p> <p>John Pucher. 2011. “Bicycling Renaissance in North America? An Update and Re-Appraisal of Cycling Trends and Policies,” <i>Transportation Research Part A</i>, 45: 451–475.</p> <p>Jennifer Dill and Theresa Carr. 2003. “Bicycle Commuting and Facilities in Major U.S. Cities: If You Build Them, Commuters Will Use Them,” <i>Transportation Research Record: Journal of the Transportation Research Board</i>, 1828: 116–123.</p> |
| <u>Case Study Statement due</u> | | |
| Week 7 | 2/2 | Public Transit |

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| Readings | | <p>Pucher, 2017, chapter 8 in Hanson and Giuliano</p> <p>Kain, J. (1999) “The urban transportation problem: A reexamination and update,” chapter 11 in Gomez-Ibanez, J., W. Tye and C. Winston, eds, <i>Essays in Transportation Economics and Policy</i>. Washington, DC: Brookings Institution.</p> <p>Giuliano, G. and S. Hayden, 2005, “Marketing public transport,” in K. Button and D. Henscher, eds., <i>Handbook of Transport Strategy, Policy and Institutions</i>. Handbooks in Transport, Volume 6, 635-649.</p> |
| Discussion | | Your experience of transit in Gainesville or elsewhere |
| Week 8 | 2/28 | Public Transit II |
| | | <p>Feigon, Sharon and Colin Murphy. (2018) “TCRP Report 195, Broadening Understanding of the Interplay between Public Transit, Shared Mobility, and Personal Automobiles.” Transportation Research Board.</p> |
| Discussion | | New form of public transit in your case study area |
| Week 9 | 3/7 | <u>Case Study Discussion</u> |
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| Week 10 | 3/14 | Have a Nice Spring Break! |
| Week 11 | 3/21 | New Technologies |
| Readings | | <p>Aspen Institute Center for Urban Innovation, “Taming the Autonomous Vehicle: A Primer for Cities,” <i>Bloomberg Philanthropies</i>, 2017.</p> <p>Talking Headways Podcast, “Episode 247: Electric Bus Opportunities & Barriers,” August 14, 2019.</p> <p>Thayne, Julia et al., “Powering the Future of Urban Mobility,” Siemens, 2018.</p> |
| Guest speaker | | Yu Wang (tentative) |
| Week 12 | 3/28 | Transit Asset Management (online) |
| Guest speaker | | Jarrell Smith, HNTB (confirmed) |
| Week 13 | 4/4 | Equity and Social Justice |

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| Readings | | Deka, 2017, chapter 12 in Hanson and Giuliano O'Regan, K. and J. Quigley (1999) "Accessibility and economic opportunity," in Gomez-Ibanez, J., W. Tye and C. Winston, eds, <i>Essays in Transportation Economics and Policy</i> . Washington, DC: Brookings Institution. |
| Week 14 | 4/11 | Transportation Finance and Institution |
| Readings | | Taylor, 2017, chapter 11 in Hanson and Giuliano Wachs, M., 2003, <i>Improving efficiency and equity in transportation financing</i> , Brookings Institution Series in Transportation Reform. Washington, DC: Brookings Institution. Wachs, M. and J. Dill, 1999, "Regionalism in transportation and air quality: History, interpretation, and insights for regional governance". In <i>Governance and opportunity in metropolitan America</i> , ed., edited by A. A. Altshuler, W. Morrill, H. Wolman and F. Mitchell. Washington DC: National Academy Press. |
| Guest speaker | | Dr. Mehri Mohebbi (confirmed) |
| Week 15 | 4/18 | Course Summary: Integrated Transportation and Land Use Planning |
| Readings | | Giuliano and Hanson, 2017, chapter 14 in Hanson and Giuliano Katz, B. and R. Puentes, 2007, <i>Remaking Transportation Policy for the New Century</i> , Brookings Institutes |
| Week 16 | 4/25 | <u>Case Study Presentation</u> |
| Week 17 | 5/2 | <u>Case Study Final Report Due</u> |