

URP6711 (Class #26574)
Transportation and Land Use Coordination

Class Meets:
Mondays: Periods 10-E1 (5:10 p.m.–8:10 p.m.) in ARCH439

Instructor: Dr. Ruth L. Steiner
Office: 464 Architecture
Telephone: 352-294-1492
Office Hours: Tuesday 12:00-2:00 pm or by appointment¹
Please sign up at: [Dr. Steiner's Office Hours](#)
E-learning in Canvas: [elearning.ufl.edu](#)

Course Overview

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

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

Course Objectives

The major objective of this course is to analyze and understand the patterns of land use and transportation and how they interact in the urban context. At the completion of this course, students should have an in-depth knowledge of 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.

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.

¹You can meet with me in person or join me via Zoom (Meeting ID: 733 535 6063; Passcode: P1E32h). Office hours sign-up link: <https://calendly.com/rsteiner-2/office-hours-1>. I will occasionally change my schedule to accommodate a meeting or to allow additional hours as needed to meet demand..

E-learning in Canvas (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) or (352) 392-4357.

Teaching Philosophy

Transportation is a part of our daily lives. We often take for granted that the decisions we make about transportation apply across all populations. The framework for transportation planning has developed over several decades. Recent changes in cities – the emergence of the shared economy, e-commerce and autonomous mobility, the changes in employment to include the gig economy, the electrification of the economy in response to the climate crisis, and changes in location decisions – all affect the transportation sector in a variety of ways. More recently, the emergence of COVID-19 virus disrupted our way of life in many ways. That disruption has had both direct and indirect impacts on transportation. Throughout this course, I will challenge you to go beyond the changes in your own lives to consider how these short-term and long-term changes are affecting how we travel in communities, how certain subsets of the population travel, and ultimately how our transportation system operates.

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 books are 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.

Handy, Susan. (2023). *Shifting Gears: toward a new way of thinking about transportation*. Cambridge, MA: MIT Press.

The Levinson and Krizek book is the major text for the course; the syllabus generally follows the chapters of the book. The Handy book supports the discussion in the Levinson and Krizek book about the interactions between transportation and land use.

• 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, and a research paper, and weighted as follows:

	Points
Class Attendance and Participation	150
Leading a Discussion (date varies; due on Monday, at noon)	250
Policy Research Paper/Research Presentation (see below, for deadlines and point for assignments related to this paper)	
Paper Topic Paragraph (Due: Sunday, February 1)	10
Outline of Paper (Due: Sunday, February 22)	40
Paper (Introduction, Literature Review, and Methodology) (Due Sunday, March 29)	190
Presentation (Due Monday, April 20 at noon)	80
Abstract (due Monday, April 27 at noon)	30
Paper (with revised Introduction, Literature Review, and Methodology) (due Monday, April 27 at noon)	250
TOTAL	1000

Assignments

Unless otherwise specified, assignments are due in E-learning in Canvas by **11:59 p.m.** on the due date specified, above. Like all professional work, all written assignments (except minor in-class assignments) must be type-written. 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 talk to the instructor.

• 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 Canvas 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 11:55 p.m. on Sunday for the discussion on Monday evening. 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

Distractions are a part of our daily activities, and they often result from electronic technology (e.g., laptops, tablets, cellphones). The challenge is to ensure that they take a proper role in teaching and learning. Because this course is designed to maximize participation, all students should plan to minimize the interference of technology during class.

Students will turn off and put away cellphones and other handhelds, tablets and other devices that are not a direct part of the educational experience. If you are expecting an urgent call, please let your instructor know so that you do not disturb the class when the call comes in. 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. Any student who misuses technology may receive a lower or failing grade or be kicked out of the class. To facilitate learning, the instructor has learned about a variety of methods to engage students more actively. Nonetheless, we are all learning how to actively engage each other as we go along. If you have any ideas that would improve your learning experience, please do not hesitate to discuss it with the instructor.

- **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, multimodal transportation planning 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, February 1 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. 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 22 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.. **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 Sunday, March 29 at 11:55 p.m. a draft of the first three chapters (Introduction, Literature Review, and Methodology) is due. On Monday, April 20, 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 in your research, and a brief explanation of the principal findings and their implications for theory and practice. The abstract and final paper are due on Monday, April 27 at noon (and in the instructor's mailbox by 5 pm). **Failure to turn in an abstract will result in a grade of zero (0) for that portion 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).

- **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. If you collect information from public officials, you are likely to receive an exemption, but you will still need to complete a form with IRB to get the exemption. Here is the link to the information on getting an automated determination for nonhuman and exempt research.

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. 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, Seventh Edition* (2021) (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>, or the American Psychological Association (<https://apastyle.apa.org/style-grammar-guidelines/references/examples>). Students from departments other than Urban and Regional Planning may use a commonly accepted format for citations from their own field.

Assistance for Writing Papers

The online resources to assist you in writing are extensive. The Dial Center for Speech and Communication Studies (<http://cwoc.ufl.edu/>) and the University Writing Program (<https://writing.ufl.edu>) at the University of Florida can assist you in different aspects of writing. You can use the Writing Center to get one-on-one help on every area of composition from basic grammar and mechanics to topics like essay organization, style, and argument. The Dial Center provides assistance on oral communications through their Public Speaking Lab. Library Support (<http://cms.uflib.ufl.edu/ask>) provides a variety of resources on conducting research through a variety of methods (e.g., chat, text, email, and phone).

Many other universities offer online handbooks on writing. The following are particularly useful: the University of North Carolina at Chapel Hill (<http://writingcenter.unc.edu/handouts/>), the University of Wisconsin (<https://writing.wisc.edu/handbook/>), and Purdue University (<http://owl.english.purdue.edu/>). The following handouts are particularly helpful while editing papers: <http://writing.wisc.edu/Handbook/CommonErrors.html> and

<https://writing.wisc.edu/handbook/style/>. 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 speak to the instructor.

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, synthesis of ideas, originality, or creativity. Meeting deadlines matters, too! Each deadline must be honored, or the grade may be lowered accordingly. The instructor 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 instructors to give the following grades: A, A-, B+, B, B-, etc. A grade of "A-" on a specific assignment may 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/UGRD/academic-regulations/grades-grading-policies/>.

University of Florida Grade Policy

Percentage or points earned in class	94%-100%	90%-93.9%	87%-89.9%	84%-86.9%	80%-83.9%	77%-79.9%
Letter grade equivalent	A	A-	B+	B	B-	C+
Percentage or points earned in class	74%-76.9%	70%-73.9%	67%-69.9%	64%-66.9%	60%-63.9%	Below 60%
Letter grade equivalent	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 Grades and Grading Policies at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Guidelines for using generative artificial intelligence (AI) tools

As a powerful tool, generative AI tools (e.g., ChatGPT, Bing Chat, Gemini) can potentially help students collect, organize, and master knowledge from a broad scope of topics. This course welcomes students to use generative AI tools as an assistant for out-of-class assignments, and the instructors propose AI-related policies that should be followed by all the students enrolled in this course. However, as is discussed below, you may NOT directly use the language generated by GenAI tools in your assignments.

UF Privacy policy regarding ChatGPT: ChatGPT is currently being assessed for regulatory concerns related to the privacy and confidentiality of data within the United States and internationally. Please be advised that data may be retained by ChatGPT and provided as responses to other users. Individuals have limited control over their data and the parent company, OpenAI, offers no process to amend or delete data that has been submitted. Putting data into ChatGPT or similar services is equivalent to disclosing the data to the public. Any data classified as sensitive or restricted should not be used. This includes, but is not limited to the following data types:

- Social Security Numbers
- Education Records
- Employee Data
- Credit Card Numbers
- Protected Health Information
- Human Subject Research Data
- Unpublished Research Data
- Personal Identifiable Information

- 1. Overview:** generative AI tools are allowed in this course to facilitate students to learn and understand the course material. Students have the responsibility for using generative AI tools appropriately.
- 2. Suggested use of generative AI tools:** Students can use generative AI tools to enhance their understanding of the topics and questions in this course. Students can use AI tools for the following purposes: (1) brainstorming, idea generation, and refining your ideas; (2) providing background knowledge (with the understanding that ChatGPT and other GenAI tools are often wrong – always fact-check to ensure accuracy); (3) searching for tools and materials while conducting out-of-class assignments; and (3) drafting an outline to organize your thoughts, and (4) language polishing.
- 3. Quality control when using generative AI tools:** When students use generative AI tools to facilitate the development of assignment submissions (e.g., discussion posts and research papers), students have the responsibility to verify if the outputs of generative AI tools are from verified sources and the trustworthiness of the output content. Students are not suggested to directly trust all the outputs from generative AI tools without critical thinking and verification.
- 4. Specifying the contribution of generative AI tools in assignments:** Students must cite the generative AI tools they use and specify all the assignment contents that are generated or developed from the generated AI tools (how to cite ChatGPT: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>). Particularly for the final research paper of this course, students should provide appendices containing the conversations with generative AI tools as the reference for the course instructor to understand how students transformed the outputs of generative AI tools into the manuscript content.

- 5. Use of GenAI tools for assignments.** If you use GenAI for any of the assignments in this class, please keep the following in mind. There is a good possibility that using tools like these are going to become an important skill for careers in the near future. In the meantime, though, it's going to take a while for society to figure out when using these tools is or isn't acceptable and under what conditions.

There are four primary reasons why:

- Work created by AI tools is not considered original work. It is derived from previously created texts from other sources that the models were trained on but does not cite those sources.
- AI models have built-in biases (i.e., they are trained on limited underlying sources; they reproduce, rather than challenge, errors in the sources).
- AI tools have limitations (i.e., they lack critical thinking to evaluate and reflect on criteria; they lack abductive reasoning to make judgments).
- AI fabricates or “hallucinates” seemingly credible data all the time. It can generate wholly inaccurate content that is nonetheless highly persuasive. This is especially true when asking it for references, quotations, citations, and calculations.

Presenting material in any assignment as if it is your own, when it is not, whether generated by AI, copied from a text, or copied from a website, is considered plagiarism in this class and in many other contexts. The writing exercises and assignments in this class must be your original work. Remember, I expect you to use class and other relevant resources, particularly the course readings, as evidence to reinforce your points, and when you do so to properly cite those sources as outlined, below. GenAI is not permitted as a means to generate your writing in this class for any assignment. Do not quote it. Do not use it for this purpose.

If students have further questions regarding using generative AI tools in this course, please contact the instructor or teaching assistant for further advice.

ACADEMIC POLICIES AND RESOURCES

To support consistent and accessible communication of university-wide student resources, the University of Florida has developed academic policies and resources. The academic policies address class attendance and make-up exams, assignments and other work, resources for students with disabilities, grading policies, student feedback through GatorEvals, and the UF Honesty Policy. The academic resources include e-learning technical support, library support academic resources, the Writing Studio, academic complaints, student success resources, and campus wellness

resources. These resources are updated on an ongoing basis. Below, I highlight some of the specific requirements for this course or indicate when I have adopted the same language as you will find on the following website:
<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

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. Furthermore, students 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 the 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 forms of academic dishonesty, please make an appointment with the instructor to discuss this. You can also consult the above website on the [Academic Policies & Resources](#) website, and the graduate catalog for further information.

In-Class Recording

Please review the UF policy on in-class recording in the [Academic Policies & Resources website](#).

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 requesting accommodation should follow the procedure outlined in the Academic Policies & Resources [website](#) as early as possible in the semester. I am happy to provide reasonable accommodation for students who register with the Disability Resources Center (DRC) and ask that students inform the instructor of any request no later than the end of the second week of the course.

Academic Resources, and Campus Health and Wellness Resources.

Please review the resources listed on the [Academic Policies & Resources website](#).

Contacting the Instructor

Please send all communication with the instructor with a copy to the teaching assistant through Canvas by selecting the "Instructor Role" from the address book. The instructor will not ensure that a student will receive a response to any e-mails received outside of Canvas. Your instructor will attempt to respond to your emails within 24 hours on weekdays and within 72 hours on weekends. If you would like to discuss the course by phone or video conference with the instructor using Zoom Conference, please contact her by Canvas email to arrange an appointment or sign up on the Calendly page during regularly scheduled office hours.

COVID and other Health Considerations

We have face-to-face instructional sessions to accomplish the student learning objectives of this course. COVID, and other respiratory and communicable diseases present an ongoing challenge because of the need to prevent the spread of infections. In response to COVID and other communicable diseases, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions. If you are experiencing COVID-19 or other respiratory symptoms, please do not come to class. If you are isolating/quarantining and are healthy enough to participate in class, please notify your instructor in advance of class time so that we can set up a Zoom meeting for you to join the activities. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up the work. For other students who are well, please plan to join the class in person like any other class period. The link to the Zoom meeting is NOT an invitation to work from home. We are providing the link as a convenience for a student who needs accommodation. This is not a course with hybrid delivery.

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 the instructor 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 discussions on those new ideas. If you define a new topic, this presentation will 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

Handy, Introduction and Chapter 1 (Ideas)

Week 2 (January 18)

Florida' Growth Management: A Framework to understanding land use and transportation connections

Diamonds of Individual Actions

Required Readings to be completed before class:

Levinson & Krizek, Chapter 3 and 4

Handy, Chapter 2 (Freedom) and Chapter 4 (Mobility)

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.

Forouhar, A., Chapple, K., Pokharel, R., & Allen, J. (2025). Transit-driven resilience: Unraveling post-COVID-19 urban recovery dynamics. *Journal of Transport Geography*, 128, 104327. <https://doi.org/10.1016/j.jtrangeo.2025.104327>

Week 3 (January 25)

Homebuying

Jobseeking

Required Readings to be completed before class:

Levinson & Krizek, Chapter 5

Kuncheria, A., Walker, J. L., & Macfarlane, J. (2025). Exploring urban typologies using comprehensive analysis of transportation dynamics. *Transportation*, 1-21. <https://doi.org/10.1007/s11116-024-10580-8>

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, <https://doi.org/10.1177/0739456X18755495>

***** Paper topic due Sunday, February 1 at 11:55 pm.**

Week 4 (February 1)

Traveling

Transit-Oriented and Pedestrian-Oriented Development

Required Readings to be completed before class:

Levinson & Krizek, Chapters 6 and 7

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

Guerra, Erick and Cervero, Robert. (2012) "Transit and the 'D' Word" *Access* 40: 2-8
<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

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.

Chava, J., & Renne, J. L. (2022). Transit-induced gentrification or vice versa? A study of neighborhoods around light rail stations from 1970–2010. *Journal of the American Planning Association*, 88(1), 44-54.
<https://doi.org/10.1080/01944363.2021.1920453>

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. <https://doi.org/10.1007/s11116-010-9269-x>

Buehler, R., & Pucher, J. (2022). Cycling through the COVID-19 pandemic to a more sustainable transport future: Evidence from case studies of 14 large bicycle-friendly cities in Europe and North America. *Sustainability*, 14(12), 7293. <https://www.mdpi.com/2071-1050/14/12/7293>

Buehler, R. (2025). Promoting Active Travel: Overview of Walking and Cycling Levels and Policies. In: Tiwari, G., Varghese, M., Bhalla, K. (eds) *Safe and Sustainable Mobility by Design*. Springer, Singapore.
https://doi.org/10.1007/978-981-96-2100-2_11

Buehler, R., & Dill, J. (2016). Bikeway networks: a review of effects on cycling. *Transport reviews*, 36(1), 9-27. <https://doi.org/10.1080/01441647.2015.1069908>

Review:

Curtis, C., Renne, J. L. & Bertolini, L. (2009) *Transit Oriented Development Making it Happen*. London: Routledge.
<https://doi.org/10.4324/9781315550008>

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). <https://doi.org/10.1080/01944369708975914>

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/>

National Academy of Sciences, Engineering, and Medicine (NASEM). 2008. TCRP Report 128:Effects of TOD on housing, parking, and travel. Transportation Research Board of the National Academies, Washington, DC, Chapter 2
<https://www.nationalacademies.org/read/14179/chapter/2>

Week 5 (February 8)

Transportation Equity

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: Tools 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. <https://doi.org/10.1016/j.jth.2019.100584>

Karner, A. (2018). Assessing public transit service equity using route-level accessibility measures and public data. *Journal of Transport Geography*, 67, 24-32. <https://doi.org/10.1016/j.jtrangeo.2018.01.005>

Manville, M., Taylor, B. D., Blumenberg, E., & Schouten, A. (2023). Vehicle access and falling transit ridership: evidence from Southern California. *Transportation*, 50(1), 303-329. <https://doi.org/10.1007/s11116-021-10245-w>

Blumenberg, E., & Siddiq, F. (2023). Commute distance and jobs-housing fit. *Transportation*, 50(3), 869-891, <https://doi.org/10.1080/02723638.2022.2087319>

Fan, Y., & Sun, T. (2022). *Different Types of Spatial Mismatch: A US-China Comparison of Poverty Concentration and Low-Skill Job Distribution*. Lincoln Institute of Land Policy. https://www.lincolninst.edu/app/uploads/legacy-files/pubfiles/2251_1588_Fan_WP13YF1.pdf

Johnson, L. L., Ebakivie, O., Everett, J., & Wynn, S. (2025). Inclusive and accessible transportation for all: strategies for integrating equity in transportation research. *Logistics*, 9(2), 72, <https://doi.org/10.3390/logistics9020072>

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.

McKoy, D., Vincent, J.M. and Makarewicz, C., 2008. Integrating infrastructure planning: The role of schools. *Access Magazine*, 1(33), pp.18-26, https://citiesandschools.berkeley.edu/wp-content/uploads/the_role_of_schools.pdf

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.

De Witte, A., Hollevoet, J., Dobruszkes, F., Hubert, M., & Macharis, C. (2013). Linking modal choice to motility: A comprehensive review. *Transportation Research Part A: Policy and Practice*, 49, 329-341, <https://doi.org/10.1016/j.tra.2013.01.009>

Hook, H. (2025). Beyond necessity: a review of discretionary trips' impact on well-being. *Transport Reviews*, 1-22. <https://doi.org/10.1080/01441647.2025.2501957>

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://citeserx.ist.psu.edu/viewdoc/download?doi=10.1.1.602.1321&rep=rep1&type=pdf>.

Florida House of Representatives. (2011). School Concurrency.

https://www.flhouse.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). <https://escholarship.org/uc/item/2mt6b48p>

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.
<https://doi.org/10.1080/01944363.2017.1404926>.

Luo, Q., Forscher, T., Shaheen, S., Deakin, E., & Walker, J. L. (2023). Impact of the COVID-19 pandemic and generational heterogeneity on ecommerce shopping styles—A case study of Sacramento, California. *Communications in Transportation Research*, 3, 100091. <https://doi.org/10.1016/j.commtr.2023.100091>

Volker, J. M., & Handy, S. (2021). Economic impacts on local businesses of investments in bicycle and pedestrian infrastructure: a review of the evidence. *Transport reviews*, 41(4), 401-431.
<https://doi.org/10.1080/01441647.2021.1912849>.

*** Paper Outline due in Canvas by Sunday, February 22 at 11:55 pm.

Week 7 (February 22)

Diamonds of Evaluation

Arranging

Required Readings to be completed before class:

Levinson & Krizek, Chapter 10

Handy, Chapters 3 (Speed), 5 (Vehicles), 7 (Hierarchy) and 8 (Separation)

Steiner, R., and A. Fischman. () 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
<https://escholarship.org/content/qt26c8580k/qt26c8580k.pdf>

Federal Highway Administration (FHWA) (2024). *Community Engagement through context sensitive solutions: The Paris Pike Project*. U.S. Department of Transportation, Federal Highway Administration.

https://www.fhwa.dot.gov/livability/case_studies/Paris_Pike_Project.pdf

Federal Highway Administration (FHWA). Livability Resources – Case Studies. U.S. Department of Transportation, Federal Highway Administration. https://www.fhwa.dot.gov/livability/case_studies/ (you can search on topics and states).

Federal Highway Administration (FHWA). (2025, May 9). *Complete Streets Resources*. U.S. Department of Transportation, Federal Highway Administration. <https://highways.dot.gov/complete-streets/complete-streets-resources>

Hui, N., Saxe, S., Roorda, M., Hess, P., & Miller, E. J. (2018). Measuring the completeness of complete streets. *Transport Reviews*, 38(1), 73–95. <https://doi.org/10.1080/01441647.2017.1299815>

Talen, E. (2009). Design by the rules: The historical underpinnings of form-based codes. *Journal of the American Planning Association*, 75(2), 144-160, <https://doi.org/10.1080/01944360802686662>

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

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)

New Urbanism

Assembling

Required Readings to be completed before class:

Levinson & Krizek, Chapter 12

Handy, Chapter 6 (Capacity)

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.

Kim, S. H., & Mokhtarian, P. L. (2023). Finite mixture (or latent class) modeling in transportation: Trends, usage, potential, and future directions. *Transportation Research Part B: Methodological*, 172, 134-173.

<https://doi.org/10.1016/j.trb.2023.03.001>

Week 10 (March 15)

Spring Break

Week 11 (March 22)

Administering

Parking Supply and Demand Management

Required Readings to be completed before class:

Levinson & Krizek, Chapter 13

Handy, Chapter 9 (Control)

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. (electronic version available in UF Library)

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.

https://escholarship.org/content/qt1828q968/qt1828q968_noSplash_75261cfb458a72c0f995992c592c33b3.pdf

Manville, M. (2013). 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>

***** Paper Outline due in Canvas by Sunday, March 29 at 11:55 pm.**

Week 12 (March 29)

Multimodal Transportation Planning

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. <https://www.accessmagazine.org/wp-content/uploads/sites/7/2016/04/Access-33-02-Multimodal-Transportation.pdf>

Florida Department of Transportation, Systems Planning Office. 2023. 2023 *Multimodal Quality/Level of Service Handbook* Tallahassee: Florida Department of Transportation.
https://fdotwww.blob.core.windows.net/sitefinity/docs/default-source/planning/systems/systems-management/document-repository/qlos/fdot_qlos_handbook_2023.pdf

Cervero, R. (1995). Sustainable new towns: Stockholm's rail-served satellites. *Cities*, 12(1), 41-51, [https://doi.org/10.1016/0264-2751\(95\)91864-C](https://doi.org/10.1016/0264-2751(95)91864-C)

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. <https://www.brookings.edu/wp-content/uploads/2016/06/boarnet.pdf>

Bas, J., Al-Khasawneh, M. B., Erdogan, S., & Cirillo, C. (2023). How the design of Complete Streets affects mode choice: Understanding the behavioral responses to the level of traffic stress. *Transportation research part A: policy and practice*, 173, 103698. <https://doi.org/10.1016/j.tra.2023.103698>

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: <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. (n. d.). *Systems Management*. Retrieved January 4, 2026, from <https://www.fdot.gov/planning/systems/systems-management/systems-management-documents>

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

Handy, Chapters 10 (Technology) and 11 (Up Ahead)

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.

Tomer, A. (2024, September). *Financing decarbonization in the transportation sector*. The Brookings Institution. <https://www.brookings.edu/articles/financing-decarbonization-in-the-transportation-sector/>

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. https://www.researchgate.net/publication/344271271_Reinventing_TIA_Contemporary_Approaches_to_Addressing_the_Traffic_Impacts_of_Urban_Development

Chatman, D. G., Barbour, E., Kerzhner, T., Manville, M., & Reid, C. (2023). Policies to improve transportation sustainability, accessibility, and housing affordability in the State of California. <https://escholarship.org/uc/item/03z7t8r1>

Handy, S. L., Volker, J., & Hosseinzade, R. (2024). Assessing the Effectiveness of Potential Vehicle-Miles-Traveled (VMT) Mitigation Measures. <https://escholarship.org/uc/item/1pf307sp>

Combs, T.S., McDonald, N.C. and Leimenstoll, W., 2020. Evolution in local traffic impact assessment practices. *Journal of Planning Education and Research* 43, 4. <https://doi.org/10.1177/0739456X20908928>

GeoPlan. (n. d.) *Sea Level Scenario Sketch Planning Tool*. Retrieved January 4, 2026, from <https://sls.geoplan.ufl.edu/>.

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

Review:

Berry, L., Arockiasamy, M., Bloetscher, F., Kaisar, 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>

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) (2025, November 20) *Brownfields*. <https://www.epa.gov/brownfields>.

Groundwork USA. (2017) Reclaiming Brownfields: Highlights from the Groundwork USA network. <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. <https://doi.org/10.3390/su3060914>

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. <https://doi.org/10.1016/j.habitatint.2014.06.028>

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. [https://doi.org/10.1016/S0264-8377\(02\)00023-6](https://doi.org/10.1016/S0264-8377(02)00023-6)

Skim:

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

United States Environmental Protection Agency (USEPA). (2025, October 15). Case summary: *Settlement approved to complete cleanup at Cabot/Koppers site in Florida* <https://www.epa.gov/enforcement/case-summary-settlement-approved-complete-cleanup-cabotkoppers-site-florida> (Familiarize yourself with the rest of this website.)

United States Environmental Protection Agency (USEPA) (n. d.) *Superfund Site: Cabot/Koppers Gainesville, FL* Retrieved January 4, 2026, from <https://cumulis.epa.gov/supercpad/CurSites/csinfo.cfm?id=0400903&msspp=med>

United States Environmental Protection Agency (USEPA). (2025, November 20) *Brownfields*.
<https://www.epa.gov/brownfields>

United States Environmental Protection Agency (USEPA) (2025, December 16). *Superfund*.
<https://www.epa.gov/superfund>

Week 15 (April 19)

Student Presentations

April 27

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