

SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 255: URBAN AND REGIONAL GROWTH MANAGEMENT
URBP 175: URBAN STUDIES TOPICS
FALL 2019

Instructor:	Dr. Shishir Mathur
Office location:	WSQ 216E
Telephone:	408-310-7856
Email:	shishir.mathur@sjsu.edu
Office hours:	By appointment
Class days/time:	Monday 7:30 pm to 10 pm
Classroom:	CL 243
Class website:	https://sjsu.instructure.com/courses/1322521 (URBP 255) https://sjsu.instructure.com/courses/1322427 (URBP 175)
Prerequisites:	URBP 255: None URBP 175: Upper division standing or instructor consent
Units:	4

Course Catalog Description

URBP 255: Extensive study of causes, consequences and costs of sprawl; study of growth management and smart growth programs at the state, regional and local level, including the rationale, techniques; and economic, political, and organizational implications.

URBP 175: In depth examination of selected topics. Consult schedule of classes for current offerings. Course may be repeatable for credit with different topic. Prerequisite: Upper division standing or instructor consent.

Course Description and Course Learning Objectives

What do the terms 'growth management' and 'smart growth' mean? What are the different kinds of growth management programs in place throughout the country? What are the potential impacts of growth management/smart growth on urban development? What are some of the new approaches to think about and design built environment? This course aims to discuss these and such other questions/issues related to growth management in the United States.

Several cities/regions and a few states in the United States have adopted growth management/smart growth programs. The desire to control sprawl is one of the reasons for adopting these programs. The course begins with an introduction to sprawl and discusses its causes, consequences, and costs. Second, it examines the growth management/smart growth programs at the state, regional, and local level. Third, it discusses the physical, socio-economic, and environmental dimensions of growth management; and in the end reviews a few new approaches for designing the built environment. These approaches include new urbanism, form-based codes, transit-oriented development, neo-traditional communities, and walkable suburbs.

Upon successful completion of the course, students will be able to:

1. Debate the pros and cons of urban sprawl.
2. Articulate the different types of growth management approaches and their benefits and disadvantages.
3. Identify the stakeholders and regulatory agencies involved in managing urban and regional growth.
4. Debate constraints and opportunities confronting communities while developing policy approaches to growth management.
5. Describe smart growth principles and best practices in managing urban and regional growth.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components: 3B and 3E.

3B) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.

3E) Social Justice: appreciation of equity concerns in planning.

A complete list of the PAB Knowledge Components can be found at <http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html>.

Required Course Texts

Readings are electronically available through San Jose State University's learning management system (LMS), Canvas by Instructure. A quick guide on how to access CANVAS is at <http://www.sjsu.edu/ecampus/docs/Canvas-Student-Quick-Guide.pdf>. I may also hand out a small number of additional articles in class, and at times may ask you to read material available on the web.

Course Requirements and Assignments

Your grade for the course will be based on the following assignments:

Assignments	Percent of Course Grade	Course Learning Objectives Covered
Assignment 1: One discussion question and narrative per “discussion seminar” class	5%	1-5
Assignment 2: In-class discussion	5%	1-5
Assignment 3: Paper 1: Debate pros and cons of sprawl	20%	1
Assignment 4: Paper 2 draft: Critique of a local jurisdiction’s growth management/ smart growth program	10%	2-5
Assignment 5: Paper 2 final: Critique of a local jurisdiction’s growth management/ smart growth program	25%	2-5
Assignment 6: Engagement Unit Activity 1: Attend a Public Meeting and Write a Reflection Paper	10%	2-5
Assignment 7: Engagement Unit Activity 2: Participate in One Role Playing Group with a Guest Lecturer and Write a Reflection Paper and a Synthesis Paper	15%	3-4
Assignment 8: Presentation of Paper 2	10%	2-5

This class will be a combination of lecture by the instructor, in-class discussion, and presentations by the guest speakers. You have to read the assigned material *prior* to attending that week’s class, and participate in class discussion.

For every class marked “Discussion Seminar” in the weekly schedule, each student is required to contribute one question that s/he would like to see discussed in class. In addition to the question, describe the main points that you would like to see discussed as part of the discussion generated by that question. Write one or two paragraphs (75-100 words). This question will be in addition to any question you might want to ask to clarify a concept/part of the reading. The question and the description should be sent to the instructor at shishir.mathur@sjsu.edu by Sunday night with the subject line “First Name Last Name: Week “x” Discussion Question and Narrative” where “x” stands for the week number. See the weekly schedule for the week number.

The discussion question and narrative is only required for the classes marked “Discussion Seminar” in the weekly schedule. The weekly discussion question and narrative submissions will be graded based on completion and as well as demonstrated thoughtfulness of the reading material based on the level of insight and nuance reflected by the submission. In-class discussion requires participation but more importantly thoughtful reflection. You will not be assessed on the amount of participation per se, but

rather your contribution to the course learning objectives and class discourse through insightful questions or comments.

Furthermore, you will write two papers and present the findings of the second paper to the class. For the first paper, you will write a memo discussing the pros and cons of sprawl. For the second paper, you will critically examine the growth management/smart growth program of a city or county of your choice. For both the papers, your audience is a busy policy maker who knows little about sprawl and growth management/smart growth. URBP 175 and URBP 255 will have separate writing requirements for these papers. These requirements and detailed guidelines about writing the papers will be provided later in the semester at the time the paper assignments are introduced. Assignments 6 and 7 constitute the engagement unit. See the section titled “Course Workload” for a brief description of these assignments.

Calculation of Final Course Letter Grade

The course grade consists of eight assignments. The first and second assignments are worth 5 points each, the third 20 points, the fourth 10 points, the fifth 25 points, the sixth 10 points, the seventh 15 points and the eighth 10 points, for a total of 100 points. If a student named “Joe” obtains 4 points on the first assignment, 4 on the second, 17 on the third, 8 on the fourth, 21 on the fifth, 9 on the sixth, 13 on the seventh and 9 on the eighth, his final letter grade can be calculated using the following steps:

a) Add the score for each assignment to arrive at the final score for the course. Final score = $4+4+17+8+21+9+13+9 = 85$

b) The following grading scheme converts the final score into a letter grade. A+ (96 and above); A (93 to 95); A- (90 to 92); B+ (87 to 89); B (84 to 86); B- (81 to 83); C+ (78 to 80); C (75 to 77); C- (72 to 74); D+ (69 to 71); D (66 to 68); D- (63 to 65); F (below 63)

c) Using the grading scheme provided in step “b” to arrive at the letter grade, the score of 85 for “Joe” equals a letter grade of “B.”

Other Grading and Assignment Issues

Late work will not be accepted, except with the instructor’s prior permission.

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours (assignments 6 and 7), such as, attending public meetings related to growth management issues; writing memos critically analyzing the issues discussed in these public meetings; providing peer responses to such memos written by fellow

students; and revising your memo based upon the peer responses. Details on how to complete these activities will be provided on handouts distributed later in the semester.

Classroom Protocol

This class is primarily run as a seminar. As such, it is expected that students attend each class, be on time, complete the assigned readings prior to each class, and actively participate in discussions with an open mind. If you are unable to attend a class, please notify me in advance. Lectures by the instructor and/or guest experts will supplement class discussions.

We live in a 24/7 connected world. However, I will request that you refrain from texting, tweeting, surfing, and anything else that you can do on an electronic device unless it is for taking notes or for looking up information relevant to the discussion at hand. Phones must be off or on silent.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S16-15 (<http://www.sjsu.edu/senate/docs/S16-15.pdf>) and SJSU current semester's Policies and Procedures (<http://info.sjsu.edu/static/schedules/policies.html>). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7 (<http://www.sjsu.edu/senate/docs/S12-7.pdf>), requires students to obtain instructor's permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 (<http://www.sjsu.edu/senate/docs/F15-7.pdf>) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website (<http://www.sjsu.edu/studentconduct/>) for more

information.

Plagiarism and Citing Sources Properly

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. The instructor prefers the latter.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the AEC (Accessible Education Center) to establish a record of their disability. You can find information about the services SJSU offers to accommodate students with disabilities at the Accessible Education Center website at www.sjsu.edu/aec.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Library Liaison

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Peggy Cabrera. If you have questions, you can contact her at peggy.cabrera@sjsu.edu or 408-808-2034.

SJSU Writing Center

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of their services are free for SJSU students. Their mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). They accomplish this goal by creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions.

The SJSU Writing Center has two locations: drop-in tutoring sessions in Clark Hall, Suite 126; and scheduled appointments on the second floor of the MLK Library. All writing tutors have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To

schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>

URBP 255: URBAN AND REGIONAL GROWTH MANAGEMENT URBP 175: URBAN STUDIES TOPICS

FALL 2019 COURSE SCHEDULE (subject to change with fair notice)

1. August 26

Course Overview

2. September 2 – no class (Labor Day!)

3. September 9

Sprawl–I: The Debate over Urban Sprawl

Class Type: Discussion Seminar

Reading:

Chapter 1, in Burchell, Robert W., et al. 1998. *The Cost of Sprawl-Revisited*. TCRP Report Number 39. Washington, D.C.: Federal Transit Administration.

Gordon, Peter, and Harry Richardson. 1997. Are Compact Cities a Desirable Planning Goal? *Journal of the American Planning Association* 63(1): 95–106

Ewing, Reid. 1997. Is Los Angeles Style-Sprawl Desirable? *Journal of the American Planning Association* 63(1): 107–126.

Details of Paper #1 handed out

4. September 16

Sprawl–II: Causes of Sprawl

Class Type: Discussion Seminar

Reading:

Chapter 2, in Burchell, Robert W., et al. 1998. *The Cost of Sprawl-Revisited*. TCRP Report Number 39. Washington, D.C.: Federal Transit Administration.

Checkoway, Barry. 1980. Large Builders, Federal Housing Programs, and Postwar Suburbanization. *International Journal of Urban and Regional Research* 4(1): 21–45.

Carruther, John. 2003. Growth at the fringe: The Influence of Political Fragmentation in United States Metropolitan Areas. *Papers in Regional Science* 82(4): 475–499.

Brueckner, Jan K., and Hyun-A Kim. 2003. Urban Sprawl and the Property Tax. *International Tax and Public Finance* 10(1): 5–23.

Cinyabuguma, Matthias, and Virginia McConnell. 2013. Urban Growth Externalities and Neighborhood Incentives: Another Cause of Urban Sprawl. *Journal of Regional Science* 53(2): 332–348.

5. September 23

Sprawl–III: Costs and Consequences of Sprawl: Socio-Economic and Health/Safety Costs

Class Type: Discussion Seminar

Reading:

Economic cost

Chapter 3-4, in Burchell, Robert W., et al. 1998. *The Cost of Sprawl-Revisited*. TCRP Report Number 39. Washington, D.C.: Federal Transit Administration.

Social costs

Chapter 6, in Burchell, Robert W., et al. 1998. *The Cost of Sprawl-Revisited*. TCRP Report Number 39. Washington, D.C.: Federal Transit Administration.

Farber, Steven and Xiao Li. 2013. Urban sprawl and social interaction potential: an empirical analysis of large metropolitan regions in the United States. *Journal of Transport Geography* 31: 267–277.

Health and safety costs

Arcaya, Mariana, et al. 2014. Urban Sprawl and Body Mass Index Among Displaced Hurricane Katrina Survivors. *Preventive Medicine* 65: 40–46.

Ewing, Reid, Richard A. Schieber, and Charles V. Zegeer. 2003. Urban Sprawl as a Risk Factor in Motor Vehicle Occupant and Pedestrian Fatalities. *American Journal of Public Health* 3(9): 1541–1545.

6. September 30

Sprawl–IV: Costs and Consequences of Sprawl: Environmental Costs; Converging Views

Environmental Cost

Chapter 5, in Burchell, Robert W., et al. 1998. *The Cost of Sprawl-Revisited*. TCRP Report Number 39. Washington, D.C.: Federal Transit Administration.

Converging Views

Ewing, Reid, et al. 2014. Compactness vs. Sprawl Revisited: Converging Views. CESifo Working Paper, No. 4571.

Growth Management and Smart Growth: Introduction

Reading:

Porter, Douglas. 1999. Reinventing Growth Management for the 21st Century. *William and Mary Environmental Law and Policy Review*, 23(3): 705–738.

Ye, Lin., Sumedha Mandpe, and Peter B. Meyer. 2005. What Is "Smart Growth?"—Really? *Journal of Planning Literature* 19(3): 301–315

7. October 7

State Growth Management Programs

Class Type: Discussion Seminar

Reading:

Gale, Dennis E. 1992. Eight State-Sponsored Growth Management Programs: A Comparative Analysis. *Journal of the American Planning Association* 58(4): 425–439.

Ben-Zadok, Efraim. 2005. Consistency, Concurrency and Compact Development: Three Faces of Growth Management Implementation in Florida. *Urban Studies* 42(12): 2167–2190.

Hamin, Elisabeth M. 2003. Legislating Growth Management: Power, Politics, and Planning. *Journal of the American Planning Association* 69(4):368–380.

Paper #1 due

Details of Paper #2 handed out

8. October 14

Regional Growth Management Programs

Guest Speaker: TBD

Class Type: Guest Lecture + Discussion

Wheeler, Stephen. 2002b. The New Regionalism: Key Characteristics of an Emerging Movement. *Journal of the American Planning Association* 68(3): 267–278

Chapin, Timothy. 2012. From Growth Controls, to Comprehensive Planning, to Smart Growth: Planning's Emerging Fourth Wave. *Journal of the American Planning Association* 78(1): 5–15.

Institute for Local Government. 2011. *Understanding SB 375: Regional Planning for Housing, Transportation, and the Environment*. Sacramento: Institute for Local Government.

Association of Bay Area Governments (ABAG) and Metropolitan Transportation Commission MTC. 2013. *Plan Bay Area*. Oakland: ABAG and MTC.

Note: Read pages 1-16. Skim the rest of the report.

9. October 21

Local Growth Management/ Smart Growth Programs and Tools

Class Type: Discussion Seminar

Reading:

Tassilo, Herrschel. 2013. Competitiveness and sustainability: can 'smart city regionalism' square the circle? *Urban Studies* 50(11): 2332–2348.

Carlson, Daniel, and Shishir Mathur. 2004. Can We Tell if Smart Growth Aids or Thwarts Affordable Housing? In *Growth Management and Affordable Housing: Do They Conflict?*, ed. Anthony Downs, 20–66. Washington, DC: Brookings Institution Press.

Wheeler, Stephen. 2002a. *Smart Infill: Creating More Livable Communities in the Bay Area*. San Francisco: Greenbelt Alliance.
http://www.abag.ca.gov/planning/housingneeds/pdf/resources/Smart_Infill.pdf (accessed August 18, 2014).

California Governor's Office of Planning and Research (CGOPR). 2012. *Overview of the California Environmental Review and Permit Approval Process*.

10. October 28

Efficacy of Growth Management/ Smart Growth: Physical Dimension

Guest Speaker: TBD

Class Type: Guest Lecture + Discussion

Reading:

Dawkins, Casey J., and Arthur C. Nelson. 2003. State Growth Management Programs and Central-City Revitalization. *Journal of the American Planning Association* 69(4):381–396.

Song, Yan, and Gerrit-Jan Knaap. 2004. Measuring Urban Form Is Portland Winning the War on Sprawl? *Journal of the American Planning Association* 70(2): 210–225

Paulsen, Kurt. 2013. The Effects of Growth Management on the Spatial Extent of Urban Development, Revisited. *Land Economics* 89(2): 193–210.

Hanlon, Bernadette, Mare Howland, and Michael McGuire. 2012. Hotspots for Growth: Does Maryland's Priority Funding Area Program Reduce Sprawl? *Journal of the American Planning Association* 78(3): 256–268.

11. November 4

Efficacy of Growth Management/ Smart Growth: Socio-Economic Dimension

Class Type: Discussion Seminar

Reading:

Portney, Kent. 2013. Local sustainability policies and programs as economic development: Is the new economic development sustainable development? *Cityscape* 15(1):45–62.

Fainstein, Susan S. 2005. Cities and Diversity: Should We Want it? Can We Plan for it? *Urban Affairs Review* 41: 3–19.

Rast, Joel. 2006. Environmental Justice and the New Regionalism. *Journal of Planning Education and Research* 25(3): 249–263.

Tretter, Eliot. 2013. Sustainability and Neoliberal Urban Development: The Environment, Crime and the Remaking of Austin's Downtown. *Urban Studies* 50(11): 2222–2237.

12. November 11

Growth Management/ Smart Growth: Environmental/Health Dimension

Class Type: Discussion Seminar

Reading:

Barbour, Elisa, and Elizabeth Deakin. 2012. Smart Growth Planning for Climate Protection: Evaluating California's Senate Bill 375. *Journal of the American Planning Association* 78(1): 70–86.

Stone, Brian, et al. 2007. Is Compact Growth Good for Air Quality? *Journal of the American Planning Association* 73(4): 404–420.

Winkelman, Steve. 2007. Comment on Stone: Could the Worst of Times for the Planet Be the Best of Times for Planning? *Journal of the American Planning Association* 73(4): 418–420.

Smith, Gavin, Dylan Sandler, and Mikey Goralink. 2013. Assessing State Policy Linking Disaster Recovery, Smart Growth, and Resilience in Vermont following Tropical Irene. *Vermont Journal of Environmental Law* 15: 67–10.

13. November 18

Growth Management/ Smart Growth: Housing Affordability

Guest Speaker: TBD

Class Type: Guest Lecture + Discussion

Reading:

Addison, Carey, Sumei Zhang, and Bradley Coomes. 2013. Smart Growth and Housing Affordability: A Review of Regulatory Mechanisms and Planning Practices. *Journal of Planning Literature* 28(3): 215–257.

Mathur, S. 2019. Impact of an Urban Growth Boundary Across the Entire House Price Spectrum: The Two-Stage Quantile Spatial Regression Approach. *Land Use Policy* 80:88–94.

Draft Paper #2 due (bring a hard copy to the class and also email at shishir.mathur@sjsu.edu with the following subject line: URBP255/URBP 175 Draft Paper 2 First Name, Last Name. The instructor will distribute the paper among your class mates.)

14. November 25

New Approaches to Built Environment: New Urbanism, Form-Based Codes, TOD, Neo Traditional Communities, and Walk-able Suburbs

Class Type: Discussion Seminar

Reading:

Congress for the New Urbanism. 2001. *Charter of the New Urbanism*.

Talen, Emily. 2013. Zoning for and against sprawl: The case for form-based codes. *Journal of Urban Design* 18(2): 175–200.

Goetz, 2013. Suburban Sprawl or Urban Centres: Tensions and Contradictions of Smart Growth Approaches in Denver, Colorado. *Urban Studies* 50(11): 2178–2195.

Lund, Hollie. 2003. Testing the Claims of New Urbanism: Local Access, Pedestrian Travel, and Neighboring Behaviors. *Journal of the American Planning Association* 69(4): 414–429.

Southworth, Michael. 2003. Walkable Suburbs? An Evaluation of Neotraditional Communities at the Urban Fringe. *Journal of the American Planning Association* 63(1): 28–44.

15. December 2

Presentation of Paper #2

(Guidelines for presentation will be handed out separately in class)

16. December 9

Presentation of Paper #2

17. December 16 (final exam week)

The class will meet from 7:45 pm to 10 pm

Course reflection

Final Paper #2 due (email at shishir.mathur@sjsu.edu with the following subject line: URBP 255/URBP 175 Final Paper 2 First Name, Last Name)