

SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 255: URBAN AND REGIONAL GROWTH MANAGEMENT
FALL 2020

Instructors:	Dr. Charles Rivasplata and Dr. Richard Lee ¹
Zoom Link:	https://sjsu.zoom.us/j/92838156212?pwd=VzFvMVc1Rmw4SitKYUZUYmxvWDI4Zz09
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Office hours:	Wednesdays, 3:30-4:30 p.m.
Class time:	Wednesdays, 7:30-10:00 p.m.
Classroom:	On-line
Prerequisites:	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.

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 thinking about and designing the built environment? This course aims to discuss a variety of questions/issues related to growth management in the United States.

Over the years, several cities/regions and a few states in the U.S. 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 approaches to growth management, their benefits and disadvantages
3. Identify the stakeholders and regulatory agencies involved in managing urban and regional growth.

¹ Special thanks to Prof. Shishir Mathur who originally developed this course and syllabus.

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>. We may send out some additional articles for class, and at times may ask you to read material available on the web.

Online Teaching Considerations

This class will be taught entirely online. Key considerations arising from the online delivery mode include the following:

- Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students.
- Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible
- Students are encouraged, but not required, to turn on their cameras in Zoom
- We intend to record some classes and post them on Canvas. University policy ([S12-7](#)) requires consent from all individuals who will appear in a class recording. We will poll the class during our first session regarding consent to recording.
- Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.

- Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Course Requirements and Grading Policy

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

Assignments	Pct. 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 a local area’s growth management/ smart growth program	10%	2-5
Assignment 5: Paper 2 final: Critique a local area’s growth management/ smart growth program	25%	2-5
Assignment 6A: Engagement Unit Activity 1: Attend a Public Meeting in Jurisdiction A, write a Reflection Paper on it.	10%	2-5
Assignment 6B: Engagement Unit Activity 2: Attend a Public Meeting in Jurisdiction B, write a Reflection Paper comparing/contrasting Jurisdictions 6A & 6B.	15%	3-4
Assignment 7: Presentation of Paper 2	10%	2-5

This class will be a combination of lecture by the instructors, in-class discussion, and presentations by students and possibly guest speakers. You will need 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 in the discussion generated by that question. Write one or two paragraphs (75-100 words). This question will be in addition to any question you want to ask to clarify a specific concept or part of the reading. The question and the description should be posted on the course Canvas page (in the “Assignments” section) by Tuesday night.

The discussion question and narrative are 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, as well as demonstrated thoughtfulness of the reading material, based on the level of insight and nuance reflected. 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 papers, your audience is a busy policy maker who knows little about sprawl, as well as growth management or smart growth. These requirements and detailed guidelines about writing the papers will be provided later in the semester. Assignments 6A and 6B constitute the course engagement unit. See the section titled “Course Workload” for a brief description of these two assignments.

Calculation of Final Course Letter Grade

The course grade consists of eight assignments. Assignments 1 & 2 are worth 5 points each; Assignment 3, 20 points; Assignment 4, 10 points; Assignment 5, 25 points; Assignment 6A, 10 points; Assignment 6B, 15 points; and Assignment 7, 10 points; for a total of 100 points. If a student named “Joe” obtains 4 points on Assignment 1, 4 on Assignment 2, 17 on Assignment 3, 8 on Assignment 4, 21 on Assignment 5, 9 on Assignment 6A, 13 on Assignment 6B and 9 on the Assignment 7, 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+ (97 and above); A (93 to 97); A- (90 to 93); B+ (87 to 90); B (84 to 87); B- (80 to 84); C+ (78 to 80); C (75 to 78); C- (72 to 75); D+ (69 to 72); D (66 to 69); D- (63 to 66); 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 45 hours for each unit of credits (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.

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 your courses. For this class, you will have to undertake additional activities outside the class hours (assignments 6A and 6B), 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 us in advance. Lectures by the instructors and/or guest experts will supplement class discussions. We will request that you refrain from texting, tweeting, surfing 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.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>.

Academic Integrity Statement, Plagiarism, and Citing Sources Properly

SJSU's Policy on Academic Integrity states: "Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University." The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.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. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

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. In particular, see 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 the instructors 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*, Eighth Edition (University of Chicago Press, 2013, ISBN: 978-0226816388). 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. In this class, students should use the second system, i.e., in-text parenthetical references.

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 is evacuated, please make an appointment with the instructors as soon as possible, or see us during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center or AEC (formerly known as the Disability Resource Center or DRC) to establish a record of their disability. You can find information about the services SJSU offers to accommodate students with disabilities at the AEC website at www.aec.sjsu.edu.

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>.

Consent for Recording of Class and Public Sharing of Instructor Material

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.

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 SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. To make an appointment or 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 office is located on the corner of Seventh Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide 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](http://www.sjsu.edu/counseling).

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

URBP 255: URBAN AND REGIONAL GROWTH MANAGEMENT

FALL 2020 COURSE SCHEDULE

(subject to change with fair notice)

1. August 19

Course Overview

2. August 26

Course Overview II: Why Do Cities and Regions Need Management?

Class Type: Discussion Seminar

Readings:

Porter, Douglas. 2008. *Managing Growth in America's Communities*. Washington, D.C.: Island Press. Chapter 2. (Required)

Landis, John D. 2019. Fifty years of local growth management in America. *Progress in Planning*. Article 100435. (Recommended)

Video:

Urban Growth Boundary - Controlling Growth and Preserving Farmland

<https://www.youtube.com/watch?v=0mofvXjphMU>

3. September 2

Sprawl –I: The Debate over Urban Sprawl

Class Type: Discussion Seminar

Readings:

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

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

Ewing, Reid. 1997. Is Los Angeles Style-Sprawl Desirable? *JAPA* 63(1): 107–126. (Required)
Details of Paper #1 handed out

4. September 9

Sprawl –II: Causes of Sprawl

Class Type: Discussion Seminar

Readings:

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

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. (Required)

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

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

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

Video:

Urban Sprawl: Which U.S. City Sprawls the Most?

<https://www.youtube.com/watch?v=t54iKae1SiY>

5. September 16

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

Class Type: Discussion Seminar

Readings

Economic cost

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

Social costs

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

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

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. (Recommended)

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

6. September 23

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

Class Type: Discussion Seminar

Readings:

Environmental Cost

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

Converging Views

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

Growth Management and Smart Growth: Introduction

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

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

7. September 30

State Growth Management Programs

Class Type: Discussion Seminar

Readings:

Gale, Dennis E. 1992. Eight State-Sponsored Growth Management Programs: A Comparative Analysis. *JAPA* 58(4): 425–439. (Required)

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

Hamin, Elisabeth M. 2003. Legislating Growth Management: Power, Politics, and Planning. *JAPA* 69(4):368–380. (Recommended)

Paper #1 due

Details of Paper #2 distributed

8. October 7

Regional Growth Management Programs

Guest Speaker: TBD

Class Type: Guest Lecture + Discussion

Readings:

Wheeler, Stephen. 2002b. The New Regionalism: Key Characteristics of an Emerging Movement. *JAPA* 68(3): 267–278 (Required)

Chapin, Timothy. 2012. From Growth Controls, to Comprehensive Planning, to Smart Growth: Planning's Emerging Fourth Wave. *JAPA* 78(1): 5– 15. (Required)

Institute for Local Government. 2011. Understanding SB 375: Regional Planning for Housing, Transportation, and the Environment. Sacramento: Institute for Local Gov't. (Required)

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

9. October 14

Local Growth Management/ Smart Growth Programs and Tools

Class Type: Discussion Seminar

Readings:

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

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. (Required)

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

10. October 21

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

Class Type: Discussion Seminar

Reading:

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

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

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

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

11. October 28

Growth Management/Smart Growth: Housing Affordability

Guest Speaker: TBD

Class Type: Guest Lecture + Discussion

Readings:

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. (Required)

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. (Required)

Draft Paper #2 due.

12. November 4

Growth Management/ Smart Growth: Environmental/Health Dimension

Class Type: Discussion Seminar

Readings:

Barbour, Elisa, and Elizabeth Deakin. 2012. Smart Growth Planning for Climate Protection: Evaluating California's SB 375. *JAPA* 78(1): 70–86. (Required)

Stone, Brian, et al. 2007. Is Compact Growth Good for Air Quality? *JAPA* 73(4): 404–420. (Required)

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

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. (Recommended)

Video:

How can we make a better Bay Area?

<https://www.youtube.com/watch?v=H1MvU-47jnM>

13. November 11

Veterans Day– NO CLASS

14. November 18

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

Class Type: Discussion Seminar

Readings:

Congress for the New Urbanism. 2001. Charter of the New Urbanism. (Required)

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

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

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

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

15. November 25

Thanksgiving – NO CLASS

16. December 2

Presentation of Paper #2

December 9 (final exam week)

Final Paper #2 due (Post on Canvas and e-mail both instructors--subject line: Last name, URBP 255)