

# URP 6674 Transportation Planning II: Coordinating Land Use and Transport

University of Colorado Denver  
Department of Planning and Design, Spring Semester 2010

Professor Kevin J. Krizek    Office: 320 T (for office hrs, see:  
[krizek@colorado.edu](mailto:krizek@colorado.edu)    [www.kevinjkrizek.org](http://www.kevinjkrizek.org))

Class time:        Wednesday, 8:30 - 11:15 pm  
                         Rm TBA of CAP Building (1250 14th St)



## DRAFT!

**Description** This course is designed to provide graduate students from urban planning, civil engineering, and closely aligned disciplines with an overview of land use and transportation planning in the U.S. and where appropriate, from international settings. The content covers theoretical, policy, and practical perspectives; that is, we discuss theoretical underpinnings of existing land use-transportation systems in most cities. We then use the knowledge gained from this theory to understand the merits of employing specific planning policies or other infrastructure investments to design places and networks consistent with the goals and objectives of communities. Closely aligned with the lecture portion of the course are a series of case studies to provide students more “hands-on” experience in understanding specific policies, programs or initiatives that have been employed in various settings throughout the country.

**Objectives** The ten core objectives of this course are wide-ranging and include being able to:

- Understand the key influences of, and interactions, between different “players” within the land use and transportation arena,
- Become aware of the institutional and political barriers associated with coordinated land use-transportation planning,
- Fully grasp available theories describing the relationship between land use and transportation policy,
- Learn of different approaches and policies to modify the existing land use-transportation environment in metropolitan areas,
- Understand the efficacy of the above mentioned approaches and policies,
- Target effective remedies,
- Critically analyze research that tests such theories,
- Develop skills necessary to become an intelligent consumer of land use-transportation studies,
- Gain exposure to research skills that allow you to better appreciate what it means to produce land use-transportation research,
- Identify detailed elements of the land use-transportation sub-field that may be appropriate for future work in the form of a thesis, independent study, or other type of project.

More parsimoniously, the objective of this course is for students to **understand the factors involved in how cities “work” from the perspective of land use-transportation planning and—considering such factors—to assess, recommend, and develop effective policies, strategies, and designs that comport with the stated goals of a community.**

**Structure** The good thing about this course is that there is almost something for everyone—theory, policy analysis, and practical skills. The not-so-good thing about this course is that weaves together theory, policy analysis, and practical skills. The course is organized around lectures, guest presentations, case discussions, and class discussion. The lecture portion is primarily theoretical in nature discussing tenets of human behavior or policy analysis; these will undoubtedly be the most theoretical part of the class. For some of you, it will require patience. The case discussion portion is primarily used to apply theory to particular (real-life) examples and consider unique and overlapping perspectives on these issues. Case discussions will be student led projects. Guest appearances will be used where appropriate and there will be several opportunities for class discussion and debate (I will encourage the latter when appropriate). The readings, lectures, case studies, class discussions, and assignments are designed to synergistically feed off one another.

**Requirements** We use a variety of strategies to evaluate performance. In my experience, few people are good at every kind of assignment or test. We therefore aim to provide a number of avenues for you to learn about the material. If you know you are less proficient at timed tests, do your best and try to shine on the other assignments. There are several core components to this course and it is easy to let things pile up to the end of the semester; please don't let this happen. The weighting and brief description for these course components is below (LRO = learning refinement opportunity, a closed book exam of sorts). In fairness to all students, no late assignments will be accepted (read: this means “0” points will be assigned for work turned in after the deadline). The *only* exception is for documented family and/or medical emergencies. It is in your best interest to please respect this edict.

Assignment	Brief Description	Weighting
Case study	Work in pairs to lead class through details of a lu-t case (see details)	20
LRO #1	In class, covering weeks for part I (see below)	20
LRO #2	During final exam period, covering weeks for part II (see below)	20
Research paper	On a land use-transportation topic of your choice (see details)	25
Peer review	Reviewing 2 abstracts & 2 draft term papers from your peers (see details)	10
Participation	Attendance & timely & appropriate comments/questions (see below)	5

**Readings** for the course draw from three sources: (1) the book: *Planning for Place and Plexus: Metropolitan Land use and Transport* (2008; Routledge), authored by David M Levinson and Kevin J. Krizek (referred to herein as PPP), (2) additional articles (posted on the course web site), and (3) the cases provided by your fellow classmates, posted on the class website one week before the scheduled class.

There is wide variety in the type of readings—some policy focused, some theoretical, others methodological. Some can be completed quickly; others will have plenty of details and methodological minutia. What I want you to particularly read for, however, is the overview of the nature of the argument being advanced and the supporting evidence (e.g, verbal or methodological). In some respects, it is analogous to reading a novel or watching a film. The first time you read or view it you are often swept away by the story and fail to notice how the story was structured. If you see it again, however, you begin to wonder why it was told out of chronological order, observe from whose perspective the story is told, see how the camera angles facilitate or hinder the story, and consider what parts of the story were not told. The structure becomes transparent the more you learn to look for it. The same can be said for good reading related to land use and transportation.

If you get behind, always read the readings for the next class first. You need to read carefully for the argument or main facts, but do not need to memorize every detail. You will also need to learn skills for sorting information in the weeks that are heavy. You should learn to read for the argument by reading introductions and conclusions, topic sentences, and summary paragraphs. Learn to give these passages more importance rather than trying to focus on every last detail. Again, this is a skill that takes practice but is vital for planners (and others) to acquire. As is the case in the world of public affairs, not all of the material you encounter will be immediately applicable to the things that you care about (or immediately germane to urban planning!). Your task is to sift, stretch, and apply-or, if necessary, skim.

## Schedule

Week/Date	Roughly the <b>first</b> half of the class session	Roughly the <b>second</b> half of the class session
1 (20 Jan)	Introduction & framework for course Krizek & Levinson (Teaching LUTC), Handy's review of PPP (available at JTLU.org ; vol 1:2)	At a crossroads, Again (PPP, ch1)
2 (27 Jan)	Problems, prescriptions, and polemics (Smart Transportation Guide)	Choice (PPP, ch2)
3 (3 Feb)	Homebuying (PPP, ch3) Song & Knaap	Case:
4 (10 Feb)	Jobhunting (PPP, ch4) (Guiliano)	Case: <b>TERM PAPER TOPIC DUE</b>
5 (17 Feb)	Traveling (PPP, ch5) Garling and Axhausen	Case:
6 (24 Feb)	Timing (PPP, ch6) (Mokhtarian & Chen)	Case:
7 (3 Mar)	Exchange (PPP, ch7) <b>ABSTRACT &amp; OUTLINE DUE</b>	Case:
8 (10 Mar)	Siting (PPP, ch8) Selling (PPP, ch9)	<b>LRO, part I</b>
9 (17 Mar)	Evaluating (PPP, ch10) <b>PEER REVIEW DUE on OUTLINE</b>	Guest: TBA
10 (26 Mar)	<b>No class - spring break</b>	<b>No class - spring break</b>
10 (2 Apr)	Designing (PPP, ch11)	Case:
11 (9 Apr)	Building (PPP, ch12) <b>DRAFT TERM PAPER DUE</b>	Case:
12 (16 Apr)	Operating (PPP, ch13) <b>PEER REVIEW DUE on their PAPER</b>	Case:
13 (23 Apr)	Open	Individual research paper presentations
14 (30 Apr)	Conclusion (PPP, ch14) <b>FINAL TERM PAPER DUE</b>	Individual research paper presentations
15 (7 May)	<b>LRO, part II</b>	

IN CLASS: I expect each student to come to class having carefully read the day's reading. I will likely ask questions about the reading that explore what I think is most important. In some instances, I may even email you questions in advance so you will have an idea what to read for. In class lecture and discussion, we will not cover all the material described in the readings. You will get the most out of class if you are familiar with the arguments and main points in each reading.

Contributing to class discussion can take a number of forms. You may answer a question that I ask. You may ask a question. You may comment on another person's contribution. Or you may try to encourage others to speak. All of these are valuable contributions to class discussion. At times, your experience may be important to share with the class. Personal experience should be relevant and central rather than tangential, or it is self-indulgent. It is fine to have an unexpressed thought. Merely speaking often rather than advancing the discussion, however, will not result in a high grade. Remarks that are dismissive rather than respectful of others' views, like irrelevant comments or personal reflections, can reduce your participation grade. Vigorous argument is encouraged to the extent that it contributes to our understanding without silencing others. I will likely play a passive role in such encounters. Learning to argue publicly about issues that matter most to us is an important political skill, much as we may have an aversion to conflict and arguing. Merely repeating one's position at a higher volume should not be confused with vigorous argument. Thinking out loud, however, in response to questioning is strongly encouraged. You can change your position as many times as you wish, or try out different ones.

Also, please keep in mind we meet only once per week. If you cannot attend just two sessions, for example, this means you miss almost 15 percent of the course. We will (sometimes) formally and (almost always) informally take attendance. These numbers assist in calculating the "engagement grade." Attendance in and of itself, however, counts for little-although it is difficult to get a high participation grade if you miss class.

Should you not be able to attend class because of exceptional circumstances, you are responsible for knowing the material covered, its content, and any announcements or clarifications that were presented. Please do not expect us to recap the information for you nor are there opportunities to “make it up.”

I perceive my role in class discussion as pushing the class toward critical evaluation of the texts. I do not see my role as one of validating all student contributions or celebrating those class members who merely agree. I may often challenge the positions students offer in class because I want you to defend them to the fullest rather than because I disagree with the position you are taking, and certainly not because I dislike you personally. At times this may seem uncomfortable but I believe it to be pedagogically useful. I am more interested in helping you to grow in your analytical abilities rather than helping you to arrive at some pre-ordained position (like mine) or feel smug about what you already know or think. I may call on you to offer your ideas on a topic. This is not a sadistic act of hazing on my part nor do I intend to be rude or disrespectful. I like to hear from everyone. In my experience, students who do not volunteer their thoughts often have much to offer the class. I also have concluded that students often do not think they know the answer or have an opinion until they are called upon to give one, and then they surprise themselves. I also believe that I can only be an effective teacher if I know what you are thinking and where you are struggling with the material or argument. I welcome your thoughts regardless of whether they are the perfectly constructed answer to the question because they help me to focus the class discussion in a way that will be most helpful to learning. I will bring to class my excitement and knowledge about the material, a determination to help you learn it to the best of my ability, and an aim to keep the bar high for all of us.

EXAMS: Each of the exams will ask you to answer several types of questions about the readings and the material discussed in class. The exam will require you to respond to a specific number of questions from a larger list of opportunities. The questions may ask you about one text, or ask you to compare texts on a specific issue. I will not quiz you on esoteric details, but you will need to call upon the specific information in the texts or lectures to support the general claim of the essay you seek to advance. To do well on the exams it is better to know some of the material very well, rather than all of the material superficially. You need to construct well crafted arguments. Again, you should read the texts for the general arguments they are making rather than mastering all of the detail. The midterm exam tests your ability to accurately engage in a close reading of the texts and to think critically about them.

TOUCHING BASE: The best way to communicate with Professor Krizek and get a quick response is by attending office hours (please see: [www.kevinjkrizek.org](http://www.kevinjkrizek.org)). I will do everything within my power to always be available during these times, although sometimes important meetings are scheduled at that time without my consent. E-mail is also a suitable medium for communication, although I apologize for rarely being able to provide you the immediate reply some of us have come to expect from this medium.

OTHER: I believe that I can only be an effective teacher if I know what you are thinking and where you are struggling with the material or argument. I welcome your thoughts regardless of whether they are the perfectly constructed answer to the question because they help me to focus the class discussion in a way that will be most helpful to learning. I will bring to class my excitement and knowledge about the material, a determination to help you learn it to the best of my ability, and an aim to keep the bar high for all of us.

The University prohibits me from allowing individual students to submit additional work for extra credit. In addition, I *do not* grant ‘incompletes’ unless they fully comport with University protocol. Please let me know if you have a disability which may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Disability Services is also located on campus. My policy is to prosecute plagiarism, cheating, and scholastic misconduct to the fullest extent permitted by University rules.