

Updated January 16, 2024

PADM 3220: Land Use and Transportation Planning
Monday and Wednesdays, 11 – 12:20 PM
Chilton 255

Instructor Contact

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Course Description

Transportation and land use play a central role in the development of urban regions, by shaping patterns of access to people, goods, economic opportunities, and information across space. The field of urban planning has long focused on urban form as a lever to direct travel behavior and transportation choices. Conversely, transportation investments have played a dominant role in shaping urban land development and resulting patterns of residential and employment locations. Contemporary policy concerns about environmental sustainability and racial equity emphasize the need to alter our travel behavior and land use consumption patterns to address these wicked problems. If managed well, the strategic integration of transportation and land use can potentially ameliorate the wicked economic, social, and environmental problems faced by 21st century urban regions; managed poorly, it will almost certainly exacerbate them.

In this course we will employ inquiry-based learning, using exploration and high-level questioning, to understand land use and transportation planning. Some key questions we will explore include: How can local and regional stakeholders effectively integrate land use and transportation to achieve new goals, given existing patterns of development and mobility? How and when can land use changes shift individual travel behavior from the private automobile to more environmentally sustainable modes? How can new forms of micro-mobility and on-demand transit increase multimodal travel behavior? Using historical and contemporary examples, academic literature and policy reports, and the insights of guest speakers and experts, you will develop an understanding of the iterative nature of the land use-transportation relationship.

Course Structure

This is a survey course that examines the co-evolution of urban transportation and land use systems in the United States, with particular emphasis on the complex relationships between transportation, land use, and urban form. We utilize readings, media, reports, and insights from guest speakers to explore the landscape of transportation and land use planning. The course is structured around three modules: Transport + Land Use History, Tools, Techniques and Trade-Offs and Contemporary Challenges and Opportunities.

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Course Objectives (Draft 011624)

By the end of this course, students will be able to:

1. Understand major terms and concepts used in transportation planning and policy
2. Describe how land use policies influence transportation, and vice versa
3. Critique how we plan, fund, and manage urban transportation networks
4. Conduct an analysis and redesign of an urban thoroughfare
5. Evaluate planning and policy interventions related to urban mobility and development

Required Readings:

You do not need to purchase a textbook. All materials are available open source or through Canvas.

- Rodrigue, J.-P. (2020). The Geography of Transport Systems: The spatial organization of transportation and mobility (5th ed.). Routledge. <https://transportgeography.org/>
- Articles, podcasts and materials posted on Canvas

Required Technology:

- Microsoft Office Suite (Word, Excel, PowerPoint) or equivalent
- Access to a Computer

Required Activities:

We will have two required class meetings outside of our regular class times. Please plan your schedules accordingly.

- Wednesday March 27. Denton TOD Field Visit, 11 – 1PM.
- **Monday April X, 11AM - 3PM.** Land Use and Transport Field Trip. During our class session on Monday April X we will take a field trip to examine how the concepts we've studied during the semester are playing out in North Texas. Students should plan to meet at the Denton A Train at 11AM and will return by 3PM. More details will be provided as the date approaches.

Course Philosophy: Inclusion and Diversity

Learning is a social activity. We all (students and instructors) share responsibility for the teaching and learning that we accomplish in each class. Active participation requires regular class attendance, fully completing and understanding assigned readings in advance of each class session and engaging in discussion by listening and speaking with others in a respectful and constructive exchange of ideas.

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Department of Public Administration: Anti-bias Statement

The Department of Public Administration believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.

- We believe in the importance of diversity and inclusion
- We believe in fairness and equity for all faculty and students in and out of class
- We believe in mutual respect and civility for all students and faculty
- We believe that faculty and students have a right to a redress of grievances
- We believe that students and faculty should be actively engaged in good works

Course Assignments

Assignment	% of Grade	Due Date
Active Participation + In-Class Activities	25%	Varied
Learning Reflections + Evaluations	15%	Varied
Street Assignment	20%	March 11
Group Project	20%	April 27
Final Project	20%	May 9

In-Class Activities and Active Participation (25%). This class utilizes an active learning pedagogy where learning happens during class sessions. To make the most of your learning in this class, you should attend all scheduled class sessions and actively participate in activities and discussions. This portion of your grade will be determined by your submission of worksheets and activities completed during our class sessions, your engagement with guest speakers and participation.

Learning Reflections and Evaluations (15%). For each graded assignment and at three times throughout the semester (beginning, midterm and final) you will be asked to submit a self-evaluation of your learning and performance in this course. This activity is intended to help you take ownership over your education and to provide you with the ability to directly influence your assignment grades.

(re)Design a Street Assignment (20%). For this assignment, you will select a 1-mile portion of a street in the Dallas-Fort Worth region that you travel regularly. You will use the street to understand the relationship between land use and transportation by conducting a series of analysis that includes evaluating proximate land use and demographic patterns (i.e. who lives, works and travels on this street), researching the rules and regulations that apply to your street, providing a redesign for the street and adjacent uses to achieve a specific planning or policy goal (i.e. improves mobility, enhances sustainability) and evaluating the regulatory, financial and societal challenges involved with your street redesign.

Should We Build It?: Group Project (20%). In teams of four, students will conduct research on an infrastructure megaproject (ex. Hyperloops, High Speed Rail) or emerging transportation technology. During the third module, your group will provide a presentation to the class providing an analysis of their assigned project's advantages and disadvantages. Using materials covered in Modules 1 and 2, you will consider each of the following in your analysis: land use and mobility impacts, planning and policy goals, costs and benefits, short- and long-term impacts, implementation challenges, and technology

risks. We will devote two class sessions to group project work to facilitate your success on this assignment. Final projects should include non-traditional analysis and deliverables, including memes, Instagram posts, videos, infographics (with or without sound)

Final Assessment. For your final course assessment, you are required to demonstrate your learning during the semester in one of two ways. The first option is through a written exam. Students that select this option will have to submit exam questions that illustrate the student’s grasp of the main concepts in the course and major topics covered, and provide correct answers. The second option available to students is using non-traditional methods to illustrate your learning, such as Internet Memes, Infographics, Instagram or Blog posts, Storymaps, etc. After the spring break, students will meet with the instructors to discuss their plans for the final assessment.

Course Schedule and Readings

Readings and podcasts should be completed **BEFORE** class sessions and you should come to class prepared to discuss and ask questions about the materials.

Week	Readings, Assignments and Activities
Wed 1/17: Transport, Land Use and Urban Form	<i>Imagine, (Handy)</i> <i>Access for All, 1 – 33</i>
Module 1: Transport + Land Use History	
<i>Week 2: How do we plan for transport and land use?</i>	
Mon 1/22: Transport Policy and Planning	Handy, Chapter 1 Rodrique , 9.1 and 9.2
Wed 1/24: Regulating Place	Hirt , 31 – 59 <i>Zoning Activity</i>
<i>Week 3: What are we trying to accomplish?</i>	
Mon 1/29: Mobility, Access and Equity	<i>Handy</i> <i>Krizek and King, 10 - 37</i>
Wed 1/31: Environmental Justice	<i>Bullard, 15 – 31</i> Karner et al. 2020/2 Class Activity: Justice 40 Initiative + Infrastructure Act Canvas Worksheet
<i>Week 4: What (and who) are streets for?</i>	
Mon 2/5: Historical Perspectives	<i>Norton, pg. 65 – 101</i>
Wed 2/7: Contemporary Issues and the Notorious MUCTD	Talking Headways Podcast Street Assignment Meet + Greet Canvas Quiz: Street Details, History/Location, Design
<i>Week 5: How do transport and urban development interact?</i>	
Mon 2/12: Urban Land Use and Transportation	Rodrique, 8.1 and 8.2

	Class Activity: Parking Analysis Canvas Quiz
Wed 2/14: Transit	Streetcar Suburbs Loukaitou-Sideris+ Banerjee, 2000 Guest Lecture: Kristine Bray , Abundance Denton Parking Day Activity
Module 2: Tools, Techniques and Trade-Offs	
Week 6: How do we decide?	
Mon 2/19: Metropolitan Planning Organizations	Sciara, 2017
Wed 2/21: Travel Demand Modeling	Black, 1990 Class Activity: Contested Curbs Canvas Quiz
Week 7: How do we pay for transportation?	
Mon 2/26: Transportation Financing	Wachs, 2003 and Fischer, 2019
Wed 2/28: Lies, Damn Lies and Cost Forecasting	Flyvberg 2007 Guest Lecture: Eric Goldwyn Transit Costs Project
Week 8: How do we make room for active mobility?	
Mon 3/4: Complete Streets, Vision Zero and Active Mobility Guest Speaker: TrOD in North Texas: Lessons from Corinth (Guest Lecture Michelle)	Barajas, 2020 Saving Cities Podcast Corinth Mobility Plan Chapman, TOD article
Wed 3/6 Street (re)Design Presentations	Street Re-design Charette Street Assignment due (3/11 –19)
SPRING BREAK 3/11 – 3/17	
Module 3: Contemporary Challenges and Opportunities	
Week 10: What's the deal with micro-mobility?	
Mon 3/18:	Shaheen and Cohen, 2019
Wed 3/20: Guest Speaker: David Perlmutter, Via	Hazan et al., 2019 LEK Report
Week 11: How can TOD be Equitable?	
Mon 3/25: Guest Lecture: Alex Li, PhD	
Wed 3/27: Denton TOD: Field Visit	Field Trip in Denton?
Week 12: How do we plan for freight and air mobility?	
Mon 4/1:	
Wed 4/3: Guest Speaker: Ernest Huffman, NCTCOG	Kasarda, 2015 Urban Air Mobility APA Podcast

Week 13: EVs, AVs and Flying Taxis: Are we there yet?	
Mon 4/8: Promise and Pitfalls of Autonomous Vehicles	<i>Pagano, 2021</i>
Wed 4/10: Group Project Work Session	
Week 14: Transport + Land Use in Action	
Mon 4/15: DFW Field Trip / Field Assignment	Class meets from 12 – 4 PM
Wed 4/17: NO CLASS	
Week 15: Should We Build It?	
Mon 4/22: Group Project Work Day	
Wed 4/24: Group Project Work Day	
Mon 4/29: Should We Build It: In-Class Activity/Peer Reviews?	
Wed 5/1: Final Exam Review Session/Group Presentations	Group Project Due
Final Assessment Due May 8, 2024	

Technical Requirements & Skills

Minimum Technology Requirements

To succeed in this course students should have access to a computer with Microsoft Excel or a similar spreadsheet software and be comfortable using Canvas. Students should also be familiar with presentation and graphics programs (i.e. PowerPoint, Prezi) and be comfortable using the internet.

Netiquette

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Use clear and concise language.
- All communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Ariel, Calibri or Times new Roman in a size 10- or 12-point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or 😊.
- Be cautious with humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other’s).

Assignment Policy

Assignment due dates are listed in the syllabus and posted on Canvas. For each assignment, you can find instructions and additional materials on Canvas. All assignments should be submitted via Canvas, unless indicated otherwise. All students have the option to change assignment due dates to accommodate illness and/or work and professional commitments. If you would like to request a change in a specific assignment due date (all assignments?), students need to email the teaching team with the following information: name of assignment, due date in syllabi, new due date, reason for change (illness, work, school, personal).

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Syllabus Change Policy

We reserve the right to make changes to the syllabus, including augmenting readings and adding activities. Any changes for a specific class meeting will be posted at least one week before the class, with notifications sent out to students via email and Canvas.

UNT Policies

Academic Integrity Policy

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

Class Recordings + Online Materials

Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational

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Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Getting Help

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight

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- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Student Affairs Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)
- [MathLab](https://math.unt.edu/mathlab) (https://math.unt.edu/mathlab)