

Florida Atlantic University
School of Urban and Regional Planning
URP 4712 Land Use and Transportation Planning

Room: Social Sciences Building, Room 276, Boca Raton Campus
3 Credit Hours

Instructor: Dr. John L. Renne

Office Location: Building 44, Room 284

Office Hours:

All appointments must be booked online at: <https://johnrenne.youcanbook.me/>

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Time Commitment You should expect to spend 6 – 9 hours per week outside the classroom in reading, working on assignments and studying for this course. Some weeks might be more and some might be less. **Do not get behind! It will be very difficult for you to keep up with the work for this course if you get behind.**



Welcome: Welcome to Land Use and Transportation Planning. My name is Dr. John L. Renne and I am your instructor for this course. I am an Associate Professor and Coordinator of Undergraduate Programs in the School of Urban and Regional Planning and the Director of the Center for Urban and Environmental Solutions. I am a member of the American Institute of Certified Planners (AICP).

I chair the Mobility Committee for the SE Florida and Caribbean Council of the Urban Land Institute, Chair the Transportation and Land Development Committee for the Transportation Research Board, and serve on the Board of the Palm Beach Planning Congress.

Before moving to Florida, I spent ten years as a professor at the University of New Orleans. I have a Bachelors of Environmental Design from the University of Colorado at Boulder, where I studied urban design and planning. I completed a Master of Urban and Regional Planning at the University of Colorado at Denver, a PhD in Urban Planning and Policy Development from Rutgers University and I studied Real Estate Finance and Investment at New York University.

Course Description

Transportation shapes the development of cities. This course examines the relationship between transportation and land use and examines what policies have been successful in creating balanced multimodal transportation systems and integrated land uses. Topics address land use theory and patterns; market forces; regional planning, livable communities, and smart growth; urban design and new urbanism; mobility, accessibility, and multimodal transportation systems; transit oriented development; and zoning.

Course Objectives

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

1. Understand how the history of transportation infrastructure in the United States has shaped a nation with sprawling land uses in the 21st century.
2. Understand transportation and land use patterns relate to the environment, the economy and social equity.
3. Have skills to evaluate land use patterns, zoning and development proposals to determine how to promote walkable, livable and transit-focused communities.
4. Have the skills to download and analyze data related to land use and transportation planning to make planning recommendations.
5. Have technical writing skills to make recommendations to improve the coordination of land use and transportation planning.
6. Apply discipline knowledge and critical thinking to solve problems related to land use and transportation planning.

Required Books

1. Newman, Peter and Jeff Kenworthy (2015). *The End of Automobile Dependence: How Cities are Moving Beyond Car-Based Planning*. Washington, D.C.: Island Press.
2. Elliott, Donald. (2008), *A Better Way to Zone*. Washington, D.C.: Island Press.
3. Cervero, Robert, Guerra Erick, and Stefan Al. (2017). *Beyond Mobility: Planning Cities for People and Places*. Washington, D.C.: Island Press.
4. Ewing, Reid and Keith Bartholomew. (2013). *Pedestrian- & Transit-Oriented Design*. Washington, D.C.: Urban Land Institute and American Planning Association.

Minimum Technical Skills Requirements

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing Internet
2. Using Canvas (including taking tests, attaching documents, etc.)
3. Using email with attachments
4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools
5. Copying and pasting functions
6. Downloading and installing software
7. Using presentation, graphics, and other programs
8. Creating and posting to a Canvas Forum
9. Searching the FAU library and websites

Course Assessments, Assignments, Grading Policy, and Course Policies

Assessments for this Course Includes: Participation in Canvas Forums, Assignments, a Group Project, a Term Paper

Class Attendance and Participation in Canvas Forums, worth 25% of total course grade

Class attendance is mandatory, especially since we will only be meeting six times. 20% of the class attendance and participation grade will be deducted for each missed class without a doctor's note.

As part of the course assignments, you will be asked to post original submissions to the Canvas Forum and reply to at least two (2) other students' posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. "I agree," "Ditto" and the like are not acceptable replies. Rules of Netiquette must be followed. Replies are not texts with your friends. Full sentences, proper spelling, proper source citations are expected.

Ensure that postings contain detailed responses to each question and that course and chapter contents are applied in your discussion responses. For example, consider taking a new approach in presenting chapter content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; **do not plagiarize, and cite references**). For maximum points, please reference external research or examples as well as the discussion rubrics.

All original posts must be submitted by the due date for each discussion assignment. Responses to peers are due the following week for each discussion assignment.

Assignments, 100 points each, worth 30% of total course grade

Three assignments will be due based on both the readings and using Urban Footprint (see: <https://urbanfootprint.com/>). Each student will get a log-in that can be used off-campus with an Internet connection.

Instructions for each assignment will be posted on Canvas

Assignment 1 (10%) – Due February 3

Assignment 2 (10%) – Due March 3

Assignment 3 (10%) – Due April 7

Group Project, worth 25% of total course grade

The majority of the in-class meetings will be devoted to working on a group project.

Students in this course will work on a real planning project funded by the City of West Palm Beach to develop land use, transportation and urban design plans for the Jefferson Terminal District (also known as the Warehouse District). Students will work closely with planners from the City and present the final project recommendations to the Mayor and City Council.

The project instructions will be handed out in-class and available on Canvas. Grades will be determined through a process of self-evaluation, peer-assessment, and instructor assessment.

Term Paper, worth 20% of total course grade

Instructions about the term paper will be handed out in class and available on Canvas.

In summary, your final grade will be based on the following weighted distribution:

Class attendance and Canvas participation	25%
Three Assignments (10% each)	30%
Group Project	25%
Term Paper	20%
Total	100%

Grade Scale:

Total Points	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Late Assignments Policy

Late assignments will be penalized by a 30% grade deduction unless students have a valid medical note from a doctor, or due to University-approved activities. Reasonable accommodation will also be made for students participating in a religious observance.

However, in all cases, you must make arrangements ahead of time with the instructor. If you have emailed the instructor and have not received a response, please be sure to call the mobile phone number provided.

Incomplete Grade Policy

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also

destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

[Plagiarism](#) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all Canvas Forum posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

Netiquette and Classroom Etiquette Policy

Netiquette

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate.

For more in-depth information, please see the FAU statement on Netiquette at:

<http://www.fau.edu/oit/student/netiquette.php>

Classroom Etiquette/Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as “... *activities which interfere with the educational mission within classroom.*” Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

For more information, please see the FAU Office of Student Conduct

<http://www.fau.edu/studentconduct/>

Communication Policy

Expectations for Students

- Announcements
 - You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
- Email
 - You are responsible for reading all of your course email and responding in a timely manner.

Support Services and Online Resources

Office of Information Technology Online Help Desk:	https://helpdesk.fau.edu/TDClient/Home/
FAU Libraries:	http://www.fau.edu/library/
Center for Learning and Student Success:	http://www.fau.edu/class/
University Center for Excellence in Writing:	http://www.fau.edu/UCEW/
Office of Undergraduate Research and Inquiry:	http://www.fau.edu/our/
Student Accessibility Services:	http://www.fau.edu/sas/
Office of International Programs and Study Abroad:	http://www.fau.edu/goabroad/

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards.
- To establish and enforce reasonable behavior standards in each class.
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

Instructor reserves the right to adjust this syllabus as necessary.

Selected University and College Policies

Accessibility Policy Statement

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please see:

<http://www.fau.edu/goabroad/>

Questions relating to academic accommodations for students with disabilities are to be directed to Students Accessibility Services, Boca Raton campus, Room 133, (561) 297-3880, TDD (561) 297-0358.

Grade Appeal Process

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.

- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.
- Procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](#).

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the instructor at least one week prior to missing any course assignment.

Drops/Withdrawals

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. [Link to FAU Registrar Office](#)

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Course Schedule and Readings:

Note: Check Canvas for details on assignments

Week of Jan 7: Introduction

Class Meeting – January 8th, 2 – 4:45 pm, Room SO 276

No readings due, but you must log into Canvas for a course overview and to introduce yourself in the forum.

Week of Jan 14: Land Use Theory & Patterns

Readings due:

William Alonso (1960), 'A Theory of the Urban Land Market', Papers and Proceedings of the Regional Science Association, IVI, 149-57; reprinted in *Land Use Planning*, Eds. Priemus et al. pp. 24 - 33. (Canvas)

F. Stuart Chapin, Jr. (1965), 'Land Use Perspectives', in *Urban Land Use Planning*, Second Edition, Chapter 1, Urbana, IL: University of Illinois Press, p. 7 – 39; reprinted in *Land Use Planning*, Eds. Priemus et al. pp. 130 -162. (Canvas)

Joel Garreau (1991), 'The Search for the Future Inside Ourselves: Life on the New Frontier', in *Edge City: Life on the New Frontier*, Chapter 1, New York: Doubleday, 2-15; reprinted in *Land Use Planning*, Eds. Priemus et al. pp. 33 – 46. (Canvas)

Week of Jan 21: Market Forces

Readings due:

Nelson, Authur C. (2013). *Reshaping Metropolitan America: Development Trends and Opportunities to 2030*. Washington, D.C.: Island Press. Introduction, Chapter 1 and Chapter 2 (Canvas)

Leinberger, Christopher and Tracey Hadden Loh (2018). *Catalytic development: (Re)creating walkable urban places*. Washington, D.C.: The Brookings Institution. Available at: <https://www.brookings.edu/wp-content/uploads/2018/05/brookings-180420-catalytic-development-paper-may-2018-final.pdf>

PwC and the Urban Land Institute (2018). *Emerging Trends in Real Estate® 2019*. Washington, D.C.: PwC and the Urban Land Institute.

Week of Jan 28: Regional Planning, Livable Communities and Smart Growth

Readings due:

Piro, Rocky and Robert Leiter (Eds.) (2017). *Emerging Trends in Regional Planning*. Chicago: American Planning Association. Planning Advisory Service (PAS) Report 586 (Canvas).

Week of Feb 4: Urban Design and New Urbanism, Part 1

Readings due:

Ewing, Reid and Keith Bartholomew. (2013). *Pedestrian- & Transit-Oriented Design*. Washington, D.C.: Urban Land Institute and American Planning Association. Chapters 1 – 3.

Week of Feb 11: Urban Design and New Urbanism, Part 2

Class Meeting – February 12th, 2 – 4:45 pm, Room SO 276

Readings due:

Ewing, Reid and Keith Bartholomew. (2013). *Pedestrian- & Transit-Oriented Design*. Washington, D.C.: Urban Land Institute and American Planning Association. Chapters 4 – 6.

Week of Feb 18: Mobility, Accessibility & Multimodal Transportation Systems, Part 1

Readings due:

Newman, Peter and Jeff Kenworthy (2015). *The End of Automobile Dependence: How Cities are Moving Beyond Car-Based Planning*. Washington, D.C.: Island Press. Chapters 1 – 3.

Week of Feb 25: Mobility, Accessibility & Multimodal Transportation Systems, Part 2

Readings due:

Newman, Peter and Jeff Kenworthy (2015). *The End of Automobile Dependence: How Cities are Moving Beyond Car-Based Planning*. Washington, D.C.: Island Press. Chapters 4 – 8.

Week of Mar 4: Spring Break

No readings due.

Week of Mar 11: Mobility, Accessibility & Multimodal Transportation Systems, Part 3

Class Meeting – March 12th, 2 – 4:45 pm, Room SO 276

Readings due:

Cervero, Robert, Guerra, Erick, and Stefan Al (2017). *Beyond Mobility: Planning for People and Places*. Washington, D.C.: Island Press, Chapters 1 – 5.

Week of Mar 18: Mobility, Accessibility & Multimodal Transportation Systems, Part 4

Readings due:

Cervero, Robert, Guerra, Erick, and Stefan Al (2017). *Beyond Mobility: Planning for People and Places*. Washington, D.C.: Island Press, Chapters 6 – 10.

Week of Mar 25: Transit Oriented Development, Part 1

Class Meeting – March 26th, 2 – 4:45 pm, Room SO 276

Readings due:

Renne, John (Draft, 2019). *Transit Oriented Development*. Chicago: American Planning Association, Planning Advisory Service Report (Canvas).

Week of Apr 1: Transit Oriented Development, Part 2

Readings due:

Institute for Transportation and Development Policy (ITDP) (2017). *TOD Standard* (Version 3). New York: ITDP (Canvas).

Week of Apr 8: Zoning, Part 1

Class Meeting, April 9, 2 – 4:45 pm, Room SO 276

Readings due:

Donald Elliott (2008), *A Better Way to Zone: Ten Principles to Create More Livable Cities*, Washington, D.C.: Island Press, Chapters 1 – 6.

Week of Apr 15: Zoning, Part 2

Class Meeting, April 16, 2 – 4:45 pm, Room SO 276

Readings due:

Donald Elliott (2008), *A Better Way to Zone: Ten Principles to Create More Livable Cities*, Washington, D.C.: Island Press, Chapters 7 and 8.

Week of Apr 22: Group Project Due

No readings

Week of April 29: Term Paper due

No readings