USP 570: TRANSPORTATION AND LAND USE

Instructor: Jennifer Dill, Ph.D.
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COURSE OVERVIEW AND REQUIREMENTS

Overview and Objectives
This course will examine the interactions of the transportation system with land use. We will be defining “land use” broadly to include many dimensions and scales of the built environment. We will focus on topics and issues where transportation and land use intersect. Other classes cover transportation and land use policy and planning more broadly and specifically, but separately, e.g. USP 556, 544, and 542. This course tries not to duplicate what is covered in those courses. The course is intended for MURP and MUS/PhD students and assumes some previous coursework, including microeconomics (e.g. USP 515) and statistics (e.g. USP 535).

Learning outcomes for this course:

- Understand the theories behind transportation and land use interactions, including accessibility, urban structure, and location theory.
- Understand the impacts of transportation infrastructure on land use, the impacts of land use and the built environment on travel patterns, and the policy and market mechanisms that influence those relationships.
- Ability to critically evaluate policies aimed to influence transportation and land use jointly;
- Knowledge of how historical, market and institutional forces related to transportation and land use planning have resulted in inequitable outcomes and how planning practice related to transportation and land use can lead toward more just and equitable outcomes.
- Knowledge of how transportation and land use policies and practice can interact to affect sustainability outcomes, including carbon emissions.
- Communicate effectively and persuasively, using a range of information sources.

Grading

Reading reflections (2 pts * 9) 18
Class participation (2 pts * 9) 18
Metro area case study 14
Policy memos (25 pts * 2) or
Analytical research paper (10+40) 50

Readings

Our main textbook is David M. Levinson and Kevin J. Krizek, Metropolitan Transport and Land Use Planning, Routledge, New York, 2018. There will be additional required readings posted on D2L.
**READINGS AND CLASS PARTICIPATION**

Each week starting in week 2, you are expected to have completed all of the required readings before class and submit a 1-2 page (single-spaced) reflection via D2L before class begins. The reflection should cover all of the required readings (including ones you choose from a list of options) for the week. The reflection should first briefly summarize the main points of the reading. The majority of the reflection should be your original, reflective analysis of the reading. You could do this by connecting it to “real world” examples you know about, evaluate how the main points would be useful (or not) in practice, connect the reading to things you have learned in other courses, connect the readings to each other, identify things that are missing or confusing in the reading, etc. Depending on the readings for the week, you may want to format the reflection to cover each reading separately. Other weeks you may integrate them. It is up to you on what works best.

Each week you are also expected to actively participate in class. A large portion of our class time will be spent in discussion, seminar-style. Some weeks you will be expected to share with the class the reading you chose from a list of options. Other weeks you may be asked to do an exercise or explore something on-line before class and be prepared to discuss what you found. In addition, we will have several guest speakers during the term. You are expected to ask questions and engage in discussion with the speakers. Please refrain from using electronic devices during class time, except for activities directly related to class, e.g. taking notes, displaying the article you are presenting, etc.

**METROPOLITAN AREA CASE STUDY**

Each of you will choose a metropolitan region (but not Portland, Oregon) to examine as a case study of integrating transportation and land use. You will present your case to the class sometime during weeks 3-10. The metro area you choose can be in the US or abroad.

- Some basics about the existing land use and transportation, e.g. population size, density, land area, transit infrastructure/system, etc.
- What challenges/issues the region is facing with respect to transportation and land use
- How transportation and land use is governed
- How the current regional transportation plan integrates land use
- Any innovative approaches or success stories for integrating transportation and land use

The deliverable for this assignment is your presentation in class (10 minutes maximum, plus Q&A), contributions to a shared document with some of the key points (Google sheet linked on D2L), and a list of references you used for your research. I do not expect you to do a comprehensive case study of the region, but to highlight points that are most relevant to this course.

**POLICY MEMOS**

One option is to write two policy memos, selected from a list of topics. In each memo you will analyze a current transportation policy topic and make recommendations to an imaginary client or boss. In most cases you will be acting as a staff person briefing a policy maker. You can choose between several different topics. You must complete one memo on or before May 2. The second on or before June 11.
Details:

- 5 pages maximum, single-spaced, including figures and tables. References can be outside the page limit.
- One inch margins, 12 pt. Times Roman (or similar) typeface
- Submitted electronically via D2L.

The instructions on D2L provide a list of memo topics and will give specifics about what the memo needs to cover. If you have an idea for a memo that is not on this list, ask me. Unless otherwise specified, you are supposed to provide a balanced analysis. In many cases you should provide a specific recommendation, but it should be backed up with reason and facts, and be based upon some specified criteria. So, you can have an opinion, but it should be well-reasoned, substantiated, and thoughtful.

Your research will likely include a wide variety of sources, including the newspaper, public agency reports, interest group reports, journal articles, and the web. All sources must be cited appropriately. In order to get an “A” grade on a memo, you must cite peer-reviewed research and link to the theories and concepts in the main textbook.

**ANALYTICAL RESEARCH PAPER**

The other option is a research paper that explores a topic of your choosing in depth, using a wide range of literature and your own data analysis. Your objective is to provide an original contribution. The topic must relate to transportation and land use and one or more of the theories presented in the textbook. Your paper could answer a broad question (e.g. How should we measure sprawl? How does regional urban form affect commuting behavior? How does a rail line or bike path influence property values?) using a specific data source. Alternatively, you would take a specific project or policy and evaluate it in depth.

The paper must include some original data analysis. This most likely will be analysis of secondary data, such as the Census, a travel survey (e.g. NHTS), the American Housing Survey, GIS data (e.g. RLIS), etc. If you want to collect your own quantitative data or perform a qualitative analysis (e.g. in depth observation, interviews, content analysis, etc.), that’s possible, but will take more planning and work. Check with me first.

The paper must include a literature review that includes at least five academic (i.e. peer reviewed journal articles) sources.

Details:

- 15-20 pages, double-spaced, not including figures, tables, and references.
- Initial topic due in class on April 18. This should include a brief description of the topic, a list of key references (including academic literature), specific research question(s) and hypotheses, and the data source(s) you plan to use.
- Paper update due May 2. This should include a draft of the introduction/background sections, the literature review, and the methodology. (10 points)
- Final paper due Tuesday June 11 5 pm. (40 points)

The best papers (high A grades) will be worthy of submission to an academic journal. Use empirical journal articles as a model to follow in terms of format, style, etc.
**COURSE WEB SITE**

There is a D2L site for the course. Additional required readings will be posted or linked on the site, as well as other course resources. You will also submit most of your written assignments through D2L.

**GRADING POLICIES**

According to the *PSU Bulletin*, “the grading system at the graduate level is defined as follows: A—Excellent; B—Satisfactory; C—Below graduate standard.” Therefore, simply doing the required work does not warrant an A grade. Your work must be excellent to receive an A grade.

**Incomplete grades.** I will only assign an incomplete (I) grade when circumstances are consistent with PSU’s policy on incomplete grades, shown below. “Circumstances must be unforeseen or beyond [your] control.” In other words, I do not give incompletes for poor planning on your part, e.g. you got too busy with work and your other classes. If you do encounter unforeseen circumstances, approach me as soon as possible about entering into a written agreement for an incomplete grade.

From the PSU Bulletin:

“A student may be assigned an I grade by an instructor when all of the following four criteria apply:

1) Quality of work in the course up to that point must be C level or above.

2) Essential work remains to be done. “Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.

3) Reasons for assigning an "I" must be acceptable to the instructor. The student does not have the right to demand an "I". The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an “Incomplete” grade given to enable a student to do additional work to raise a deficient grade.

4) A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the “I” grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period.”

**Late assignments will be marked down – one-third of a grade per day late.** “One-third of a grade” is, for example, from A to A-, B+ to B, etc. (or 3.3% using the scale below). As with incomplete grades, I generally do not allow students to turn things in late without assessing this penalty, except in unusual circumstances, e.g. medical emergencies. Having too much work in other classes or at work/internship does not count. All students have those challenges.

**ACCESS AND INCLUSION FOR STUDENTS WITH DISABILITIES**

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate
a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.

Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.

For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

**TITLE IX**

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU’s support services on campus, including confidential services and reporting options, can be found on PSU’s Sexual Misconduct Prevention and Response website at: http://www.pdx.edu/sexual-assault/get-help or you may call a Confidential Advocate at 503-725-5672 or by scheduling on-line: psuwrc.youcanbook.me. You may also report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University’s Title IX Coordinator, or the Office of the Dean of Student Life. For more information about these matters that include Title IX, please complete the required student module Creating a Safe Campus in your D2L.

**ACADEMIC HONESTY AND PLAGIARISM**

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students’ interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in plagiarism.

“Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments. Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code http://www.ess.pdx.edu/OSA/osa_b.htm.”

(source: http://www.lib.pdx.edu/instruction/sharons_originals/citation plag.html# plag)
University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set.

You must cite all of your sources in your work. The PSU Library has lots of great guidance on citations and avoiding plagiarism: http://guides.library.pdx.edu/cite. I am flexible about which style of citations you use, e.g. MLA, APA, Chicago, etc. – just be consistent. The general rule is that you must include enough information that the reader could find the original source. I discourage the use of numbered footnotes for the types of writing you will do for this class. I recommend a style that places the author’s name and the year of the publication in parentheses after the quote or reference, e.g. (Dill, 2005).

COURSE SCHEDULE

Textbook chapters are noted in bold. These will be the general theme for the week, though the additional readings posted on D2L may cover a different, complementary theme.

Week 1 (April 4)  Course Overview
Week 2 (April 11)  1. Action
                  2. Access
Week 3 (April 18)  3. Homebuying
                  4. Jobseeking
                  Guest: Jon Williams, Metro TOD Program
Week 4 (April 25)  5. Traveling
                  6. Scheduling
                  Guest: Brian Vanneman, Leland Consulting Group
Week 5 (May 2)    7. Exchange
                  8. Siting
                  9. Selling
                  Memo 1 or Paper Update due
                  Guest: Ryan Curren, Portland Bureau of Planning and Sustainability
Week 6 (May 9)    10. Evaluation
                  Guest: Ray Delahanty, WSP
Week 7 (May 16)   11. Arranging
Week 8 (May 23)   12. Assembling
                  Lake McTighe, Metro
Week 9 (May 30)   13. Administering
Week 10 (June 6)  14. Getting beyond “Stuckness”
Week 11

Memo 2 or Paper due Tuesday June 11

Additional guest speakers to be announced.