

Land use and Transportation Planning (URBP 619) Winter 2013

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Office hours:

Ahmed: Drop by my office anytime you find the door open 401 Macdonald Harrington Building. I am usually in every day from 10:00 to 4:00 unless I am teaching or in a meeting or by appointment

Kevin: Thursday afternoon 1:00 to 3:00 or by appointment

Course website: <http://tram.mcgill.ca/Teaching/URBP619/URBP619.html>

Time and Place

Time: Lectures on Mondays 10:05 – 11:55

Place: Macdonald Harrington Building 420

Course 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., Canada and where appropriate, international settings. The content covers theoretical, policy, and practical perspectives. 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 community planning. Closely aligned with the lecture portion of the course is an **OPTIONAL** lab to provide students with a “hands-on” experience with necessary methods, software or approaches. This lab time will be arranged with students based on the students needs.

Course Objectives

The readings, lectures, case studies, class discussions, and assignments are designed so that by the end of this course, students will be able to:

1. Understand the key influences of, and interactions, between land use and transportation,
2. Think critically about land use-transportation policies,
3. Develop research skills in locating and understanding past theories studying the relationship between land use and transportation policy,
4. Critically analyze research that tests such theories,

5. Understand the institutional and political barriers associated with coordinated land use-transportation planning,
6. Actively discuss and debate contested political planning issues,
7. Target resources toward effective change, and
8. Identify detailed elements of the land use/transportation sub-field that may be appropriate for future thesis/project work.

Course Structure

The course is organized around one weekly lecture/class discussions.

Assignment and Evaluation Methods

Assignment	Description	Weighting
Discussion lead	Each week 2 to 3 students are expected to lead the discussion on case studies	15
Exam #1	In class, covering weeks 1-6	15
Exam #2	In class, covering weeks 1-13	10
Research Paper	On a land use and transportation topic of your choice	40
Paper Critique	Criticizing a land use and transportation article	10
Reading Reflections	Brief responses to weekly reading	5
Participation	Attendance & appropriate comments/questions	5

Late Policy

In fairness to all students, late assignments will be penalized 10% for each day late. The *only* exception is for documented family and/or medical emergencies.

Lectures

The lectures are organized in two sections. The first section will typically discuss theory about the week's topic (discussion component). The second section will follow a case study approach.

Discussion Component: The first part of the lecture consists of discussions of the readings and therefore you should have **READ THE MATERIAL BEFORE CLASS**. Students are expected to come to class ready to be active participants in the discussion. The second section concentrates on the case studies. If you get behind, always do the readings for the next class first. You need to read carefully for the argument or main facts, but you do not need to memorize every detail.

If you miss a class you are required to write a 2 page summary of the readings and submit to the instructor prior to the next lecture. Failing in do so will subject you to 10% discount in your reading reflection and participation marks.

CLASS SCHEDULE

Lecture/ Date	Topic	Case Study
(1) 1/7/2013	Course Introduction: Forming Groups and Assigning Case Studies	
1/14/2013	No Class (TRB Annual Meeting)	
(2) 1/21/2013	Diamond of Action – Accessibility vs. Mobility	
(3) 1/28/2013	Measuring Accessibility	TOD
	SUBMIT TITLE AND COPY OF PAPER CRITIQUE ARTICLE TO PROFS	
(4) 2/4/2013	Individual Medium and Short-Term Decisions –Home buying	BRT
	PROPOSAL FOR RESEARCH PAPER DUE TO PROFS.	
(5) 2/11/2013	Diamond of Exchange – Developers & Firms Job-seeking, Traveling, Scheduling	Light rail
	PAPER CRITIQUE DUE	
(6) 2/18/2013	MIDTERM EXAM	
(7) 2/25/2013	Diamond of Evaluation – The 5 Es for Evaluation	Transit fare consolidation
(8) 3/4/2013	No Class	
(9) 3/11/2013	Designing and Parking Policy	Congestion Relief
(10) 3/18/2013	Current Debates in Land use Policy	Subway system
	Draft 1 RESEARCH PAPER DUE TO PROFS.	
(11) 3/25/2013	Assembling & Operating	Airport Rail/shuttle
4/1/2013	No Class	
(12) 4/8/2013	FINAL PRESENTATION	
(13) 4/15/2013	FINAL RESEARCH PAPER DUE AND EXAM	

Readings

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 (available in a course pack), (3) articles handed to students from the professor during classes.

To emphasize the importance of thorough and critical reading, each week students will be asked to write a few very brief ideas/thoughts/questions on the weekly reading. These should be written on the attached sheets. Please focus on main themes of the readings.

Reading Assignments

Week 2 Diamond of Action – Accessibility vs. Mobility (1/21/2013)

PPP chapter 1

- Staley, S. and A. Moore (2009). Mobility First: A New Vision for Transportation in a Globally Competitive Twenty-First Century. Plymouth, United Kingdom, Rowan & Littlefield Publisher Inc.
- Pickrell, D. (1999). Transportation and land use. Essays in Transportation Economics and Policy: A handbook in honor of John R. Meyer. J. Gomez-Ibanez, W. Tye and C. Winston. Washington D.C., The Brookings Institution.
- Handy, S. (2008). "Book review: Planning for place and plexus: Metropolitan land use and transport." Journal of Transport and Land Use **1**(2): 183-185.
- Meyer, M. (1999). "Demand management as an element of transportation policy: using carrots and sticks to influence travel behavior." Transportation Research part A **33**: 575-599.
- Southworth, M. and E. Ben-Joseph (1995). "Street standards and the shaping of suburbia." Journal of the American Planning Association **61**(1): 65-81.

Week 3 Measuring Accessibility (1/28/2013)

PPP Chapter 2

- Geurs, K. and B. Van Wee (2004). "Accessibility evaluation of land-use and transport strategies: Review and research directions." Journal of Transport Geography **12**: 127-140.

Week 4 Home buying (2/4/2013)

PPP chapter 3, 4

- Knaap, G., C. Ding, et al. (2001). "Do plans matter? The effects of light rail plans on land values in station areas." Journal of Planning Education and Research **21**: 32-39.

Week 5 Job seeking, Traveling, Scheduling (2/11/2013)

PPP Chapter 5, 6

- Ewing, R. and R. Cervero (2001). "Travel and the built environment." Transportation Research Record(1780): 87-114.

PPP Chapter 7 – 9

Week 7 The 5 Es for Evaluation (Please note: course pack is incorrectly labeled as Week 8) (2/25/2013)

PPP Chapter 10

- Glaeser, E., M. Kahn, et al. (2008). "Why do the poor live in cities? The role of public transportation." Journal of Urban Economics **63**: 1-24.
- Martens, K. and A. Golub (2012). A justice-theoretic exploration of accessibility measures. Accessibility Analysis and Transport Planning: Challenges for Europe and North America. K. Geurs, K. Krizek and A. Reggiani. Cheltenham, UK, Edward Elgar Publishing Limited.

Week 9 Designing and Parking Policy (3/11/2013)

PPP Chapter 11

Shoup, D. (1999). "The trouble with minimum parking requirements." Transportation Research part A **33**(549-574).

Willson, R. (1995). "Suburban parking requirements:A tacit policy for automobile use and sprawl." Journal of the American Planning Association **61**(1): 29-42.

Givoni, M. and P. Rietveld (2011). Access to rail in urban areas: examinations of the number of stations. Transportation and Economic Development Challenges. K. Button and A. Reggiani. Chetleham, UK, Edward Elgar Publishing Limited.

Week 10 Current Policy Debates (3/18/2013)

Echenique, M., A. Hargreaves, et al. (2012). "Growing cities sustainably." Journal of the American Planning Association **78**(2): 121-137.

Ewing, R. (2012). "Research you can use: Brouhaha over JAPA article: Is flawed peer review to blame?" Planning October Issue.

McDonnell, S., J. Madar, et al. (2011). Matching words and deeds? How transit-oriented are the Bloomberg-era rezonings in New York City? Transportation and Economic Development Challenges. K. Button and A. Reggiani. Cheltenham, UK, Edward Elger Publishing Limited

Week 11 Assembling & Operating (3/25/2013)

PPP Chapter 12, 13

Week 12 Conclusions (4/8/2013)

PPP Chapter 14

Case Study

Students will work in groups of two or three to lead the class in a discussion of one of the elements of the [AMT 2020 plan](#). Please provide:

1) **a 15 to 20 minute presentation that:**

- Describes the goal of the project
- Introduces case studies or best practices from other regions
 - How does this case differ from Montreal
 - How is it similar
- How can land use and transport policy play a role in the success or failure of the project
- Explains how (in your opinion) the project could be successful

2) **A policy brief.** Four pages maximum (double-spaced, 12 point font, one-inch margins).

The goal of the policy brief is to help a senior policy maker to understand the experiences of other cities or regions and recommend the appropriate policies based on your research that can fit with the Montreal region. Explain how and why these land use and transport policies can help the Montreal region in the aspects mentioned in the brief. The policy brief should be directed to the VP of Planning at AMT. It should be critical and covers the assigned cases from both land use and transport sides. References can

be included as a separate page(s). In addition, please be prepared for a 10 minutes discussion/question and answer following the presentation.

Deliverables:

- Please email your presentation to the instructors **on Sunday at 5:00 pm** before the case is to be discussed in class.
- Policy brief should be handed in the day of the presentation. Also an electronic copy should be emailed to the professors prior to the class meeting.

Paper Critique

Each student will select an article from an academic journal on a land use and transportation topic (for example Journal of Transport and Land Use, the Journal of the American Planning Association, Transportation Research Record, Journal of Planning Literature, Environment and Planning part A and B, Transportation Research). The aim of this exercise is to get familiar with the literature and be able to criticize an article constructively. Papers must be published after 2005.

- A hard copy of the selected paper is due to the professors on due: **January 28th 2013**
- A one page maximum (double-spaced, 12 point font, one-inch margins) review due to professors on due: **February 11th 2013**

The one page review should be critical about the paper—not just copying and pasting the abstract. Concentrate on the lessons learned, points of strength in the paper and points of weaknesses, if any. Critical appraisal of a paper requires in-depth reading. The following is a list of critical appraisal points. Some of these points were obtained from Heller, R., Verma, A., Gemmell, I, Harrison, R., Hart, J. & Edwards, R. (2008). Critical appraisal for public health: A new checklist. *Public Health*, 122, 92-98.

- 1- Does the paper title reflect the contents?
- 2- Does the abstract summarize the study adequately?
 - a. Does it include the research question?
 - b. Does it briefly explain the methods?
 - c. Does it briefly explain the findings and policy implications?
- 3- What is the main research question? And what is the expected hypothesis?
 - a. Is the research question stated clearly
 - b. Are there any sub-questions
- 4- Relevance of the research question or hypothesis (Who cares)
- 5- Is the relation between this research paper and previous studies stated clearly in the paper? (appropriate literature review)
- 6- Is the study design appropriate for the research question? Did the authors use the appropriate methods?
- 7- Did the study use the appropriate data needed to answer the research question?
- 8- Is the study looking at a sample or an entire population?
 - a. Sampling methods
 - b. Is it a representative sample

- 9- What kind of statistical methods, if any, is used? Is this the most appropriate method?
- 10- Are the statistics easy to read and understand?
- 11- If the study includes a GIS component was it well explained?
- 12- If the study includes maps do they follow the appropriate cartographic rules (scale bar, north arrow, easy to understand and to differentiate legend etc.)?
- 13- Clarity of graphics and tables?
- 14- Can and should the results of this study influence the urban planning field?
- 15- What is the Policy relevance of the study?
- 16- To what extent the study can address a wider audience?
- 17- The conclusion section summarizes the paper in an appropriate manner?
- 18- Is the paper well organized and written? Does it flow smoothly or the authors jump from one point to the other without adequate transitions?

Of course, you are not expected to reply to each of these points; these questions are provided to give you a sense of how you may want to organize your criticism.

Research Paper

No more than 20 pages (double-spaced, 12 point font, one-inch margins) on a topic of the student's choice (due: **April 15th 2013**).

- A 2 page maximum proposal including a title, one to three paragraphs describing the topic(s) to be covered, the specific issue to be researched, and the literature to be synthesized (at least 3 articles to be included as references), and the data (if any) to be analyzed (due: **February 4th**).
- A copy of a draft paper **outline** should include an abstract of your paper (approximately 250 words) and a relatively detailed outline of its content. The majority of the work should be done by this point (due: **March 18th 2013**).
- Final Presentation of Research Paper due: **April 8nd 2013**
- Final Research Paper due **April 15th 2013**

Below is a list of possible topics; please do not limit yourself to these topics

- Effects of transportation externalities on land values (example noise and pollution)
- Measuring Sprawl. Is it possible?
- Effects of Urban forms on commuting behavior
- Effects of rail on property values
- Effects of parking policies on travel behavior
- Congestion pricing
- How land use planning can benefit from Intelligent Transportation Systems
- Modeling and predicting land use and transportation changes over time
- Effects of events on land use and transportation planning
- Modeling the growth of Montréal's freeways
- Pedestrian and bicycle safety in downtown
- Travel behavior of university students and staff
- Changes in home sales over time in Canada

- Measurements of neighborhood accessibility
- Monitoring pedestrian movements in downtown
- Analyzing origin destination surveys
- Effects of changes in infrastructure on land values
- How far people are willing to walk to certain activities
- Understanding public transit demand
- Comparative analysis of transport policies between cities
- Car ownership around transit hubs

Your paper could be a single case study analysis, comparative or multiple case study analysis, or statistical investigation using a large data set. You will need to clearly define the units of observation and approach that you plan to take in your proposal. See us early in the course if you are unclear about your topic.

Submission Rules

In Accordance with McGill University's Charter of Students' Right, students in this course have the right to submit in English or in French any written work that is to be graded. If you plan on submitting your paper in a language other than English please send us an email stating so.

Please format all written submissions as follows:

- double-spaced,
- 12 point font,
- one-inch margins

Exams

Each of the in-class exams will ask you to answer several questions about the readings and the material discussed in class. The questions may ask you about one text, or ask you to compare texts on a specific issue (short answer). You will not be quizzed on esoteric details, but you will need to call upon the specific information in the texts or lectures. 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. The midterm exam (**February 18th 2013**) and the final (**April 15th 2013**) will test your ability to accurately engage in a close reading of the texts and to think critically about them.

Academic Integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

Disabilities

If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 398-6009 (online at <http://www.mcgill.ca/osd>) before you do this.

Safety

McGill University shall strive to be recognized as an environmentally safe and responsible institution, and as a model of environmentally responsible living. (see www.mcgill.ca/tls/policy/environmental_policy). For all emergencies please contact McGill security Services at 514-398-3000

Reading Reflections

<i>Week 12</i> 4/8/2013	Conclusions	Student name:
<i>Reflection:</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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<i>Week 11</i> 3/25/2013	Assembling & Operating	Student name:
<i>Reflection:</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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<i>Week 10</i> 3/18/2013	Current Policy Debates	Student name:
<i>Reflection:</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Reading Reflections

<i>Week 9</i> 3/11/2013	Designing and Parking Policy	Student name:
<i>Reflection:</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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<i>Week 7</i> 2/25/2013	The 5 Es for Evaluation	Student name:
<i>Reflection:</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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<i>Week 5</i> 2/11/2013	Developers & Firms Job Seeking, Traveling, Scheduling	Student name:
<i>Reflection:</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Reading Reflections

<i>Week 4</i> 2/4/2013	Home Buying	Student name:
<i>Reflection:</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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<i>Week 3</i> 1/28/2013	Measuring Accessibility	Student name:
<i>Reflection:</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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<i>Week 2</i> 1/21/2013	Diamond of Action – Accessibility vs. Mobility	Student name:
<i>Reflection:</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

