

San José State University
Urban and Regional Planning Department
URBP 255, Urban and Regional Growth Management, Section 1, Fall 2022

Course and Contact Information

Instructor: Dr. Shishir Mathur
Office Location: Online
Telephone: (408) (310-7856)
Email: shishir.mathur@sjsu.edu
Office Hours: Friday 4 pm to 6 pm and by appointment (email 2-3 days in advance to schedule a time and to request a zoom link)
Class Days/Time: Monday, 7:30 pm to 10:15 pm
Classroom: WSQ 208
Course Website: <https://sjsu.instructure.com/courses/1490616>

Course Description

Extensive study of causes, consequences and costs of sprawl; study of growth management and smart growth programs at the state, regional and local level, including the rationale, techniques, and economic, political, and organizational implications.

Course Format

In person (with a few online sessions for Class Type: Guest Lecture + Discussion)

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). Course-related communication and updates will be provided through email. The instructor will send email at the address associated with your MySJSU. So, please regularly check that email account. For help with using Canvas see [Canvas Student Resources page](#).

Course Learning Outcomes (CLO)

Do you ever wonder what is sprawl? What do the terms ‘growth management’ and ‘smart growth’ mean? How can we fight climate change through planning? What are the connections between transportation, housing, and land use? What are the different kinds of growth management programs in place throughout the country? What are some of the new approaches to think about and design built environment, for example, New Urbanism, Form-Based Codes, transit-oriented development (TOD), Neo Traditional Communities, and Walk-able Suburbs? This course aims to discuss these and such other questions/issues related to growth management in the United States.

Several cities/regions and states in the US have adopted growth management/smart growth programs. The desire to control sprawl is one of the reasons for adopting these programs. The course begins with an introduction to sprawl and discusses its causes, consequences, and costs. Second, it examines the growth management/smart growth programs at the state, regional, and local level. Third, it discusses the physical, socio-economic, and environmental dimensions of growth management; and in the end reviews innovative approaches for designing the built environment, including new urbanism, form-based codes, transit-oriented developments, neo-traditional communities, and walkable suburbs.

This course partially covers the following PAB Knowledge Components:

3b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.

3e) Social Justice: appreciation of equity concerns in planning.

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

1. Debate the pros and cons of urban sprawl.
2. Articulate the different types of growth management approaches and their benefits and disadvantages.
3. Identify the stakeholders and regulatory agencies involved in managing urban and regional growth.
4. Debate constraints and opportunities confronting communities in developing policy approaches to growth management.
5. Describe smart growth principles and best practices in managing urban and regional growth.

Required Texts/Readings

Readings are electronically available through San Jose State University's learning management system (LMS), Canvas by Instructure. Instructor may also assign additional reading throughout the semester.

Other technology requirements / equipment / material

Personal computer and good internet connection for work done outside the in-person class sessions and for the on-line class sessions.

Library Liaison

Name: Peggy Cabrera. Email: peggy.cabrera@sjsu.edu

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

This class will be a combination of lecture by the instructor, in-class discussion, and presentations by the guest speakers. You have to read the assigned material *prior* to attending that week's class, and participate in class discussion.

For every class marked "Discussion Seminar" in the weekly schedule, each student is required to contribute one question that they would like to see discussed in class. In addition to the question, describe the main points that you would like to see discussed as part of the discussion generated by that question. Write one or two paragraphs (75-100 words). This question will be in addition to any question you might want to ask to clarify a concept/part of the reading. The question and the description should be sent to the instructor at shishir.mathur@sjsu.edu by Sunday night with the subject line "First Name Last Name: Week "x" Discussion Question and Narrative" where "x" stands for the week number. See the weekly schedule for the week number.

The discussion question and narrative is only required for the classes marked "Discussion Seminar" in the weekly schedule. The weekly discussion question and narrative submissions will be graded based on completion and as well as demonstrated thoughtfulness of the reading material based on the level of insight and nuance reflected by the submission. In-class discussion requires participation, but more importantly thoughtful reflection. You will not be assessed on the amount of participation per se, but rather your contribution to the course learning objectives and class discourse through insightful questions and comments.

Furthermore, you will write two papers and present the findings of the second paper to the class. For the first paper, you will write a memo discussing the pros and cons of sprawl. For the second paper, you will critically examine the growth management/smart growth program of a city or county of your choice. For both the papers, your audience is a busy policy maker who knows little about sprawl and growth management/smart growth. Detailed guidelines about writing the papers will be provided later in the semester at the time the assignments are introduced.

Assignments 6 and 7 constitute the engagement unit, for which you will have to undertake additional activities outside the class hours. These activities include attending public meetings related to growth management issues; writing memos critically analyzing the issues discussed in these public meetings; providing peer responses to such memos written by fellow students; and revising your memo based upon the peer responses. Details on how to complete these activities will be provided on handouts distributed later in the semester.

Assignments	Percent of Course Grade	Course Learning Objectives Covered
Assignment 1: One discussion question and narrative per “discussion seminar” class	5%	1-5
Assignment 2: In-class discussion	5%	1-5
Assignment 3: Paper 1: Debate pros and cons of sprawl	20%	1
Assignment 4: Paper 2 draft: Critique a local jurisdiction’s growth management/ smart growth program	10%	2-5
Assignment 5: Paper 2 final: Critique a local jurisdiction’s growth management/ smart growth program	25%	2-5
Assignment 6: Engagement Unit Activity 1: Attend a Public Meeting and Write a Reflection Paper	10%	2-5
Assignment 7: Engagement Unit Activity 2: Participate in One Role Playing Group with a Guest Lecturer and Write a Reflection Paper and a Synthesis Paper	15%	3-4
Assignment 8: Presentation of Paper 2	10%	2-5

Final Examination or Evaluation

“Presentation of Paper 2” and “Course Reflection” will constitute the culminating activities for this course.

Grading Information

Grades for the course will be assigned based on your percentage of total points earned on all assignments according to the following distribution:

A plus = 100 to 96

A = 95 to 93 points

A minus = 92 to 90 points

B plus = 89 to 87 points

B = 86 to 84 points

B minus = 83 to 81 points

C plus = 80 to 78 points
C = 77 to 73 points
C minus = 72 to 70 points
D plus = 69 to 67 points
D = 66 to 63 points
D minus = 62 to 60 points
F = 59 points or lower

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Academic Integrity

As a student, your commitment to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires that you be honest in your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development website](#) for information.

Plagiarism and Citing Sources Properly

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying you have stolen someone else's ideas, then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university. If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without referencing the source.
- Using data some other person or organization has collected without referencing the source.

If you still have questions, feel free to talk to the instructor. There is nothing wrong with asking for help.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. The instructor prefers the latter.

URBP 255/Urban and Regional Growth Management, Fall 2022, Course Schedule

(Subject to change with fair notice. Instructor will notify students of the changes in the class and by uploading a revised syllabus on the course webpage)

Course Schedule

Week 1. August 22

Course Overview

Week 2. August 29

Sprawl –I: The Debate over Urban Sprawl

Class Type: Discussion Seminar

Reading:

Chapter 1, in Burchell, Robert W., et al. 1998. *The Cost of Sprawl-Revisited*. TCRP Report Number 39. Washington, D.C.: Federal Transit Administration.

Gordon, Peter, and Harry Richardson. 1997. Are Compact Cities a Desirable Planning Goal? *Journal of the American Planning Association* 63(1): 95–106

Ewing, Reid. 1997. Is Los Angeles Style-Sprawl Desirable? *Journal of the American Planning Association* 63(1): 107–126.

Video:

Urban Sprawl: Which U.S. City Sprawls the Most?

<https://www.youtube.com/watch?v=t54iKae1SiY>

Details of Paper #1 handed out

Week 3. September 5 – no class (Labor Day!)

Week 4. September 12

Sprawl–II: Causes of Sprawl

Class Type: Discussion Seminar

Reading:

Chapter 2, in Burchell, Robert W., et al. 1998. *The Cost of Sprawl-Revisited*. TCRP Report Number 39. Washington, D.C.: Federal Transit Administration.

Checkoway, Barry. 1980. Large Builders, Federal Housing Programs, and Postwar Suburbanization. *International Journal of Urban and Regional Research* 4(1): 21–45.

Carruther, John. 2003. Growth at the fringe: The Influence of Political Fragmentation in United States Metropolitan Areas. *Papers in Regional Science* 82(4): 475–499.

Brueckner, Jan K., and Hyun-A Kim. 2003. Urban Sprawl and the Property Tax. *International Tax and Public Finance* 10(1): 5–23.

Cinyabuguma, Matthias, and Virginia McConnell. 2013. Urban Growth Externalities and Neighborhood Incentives: Another Cause of Urban Sprawl. *Journal of Regional Science* 53(2): 332–348.

Week 5. September 19

Sprawl—III: Costs and Consequences of Sprawl: Socio-Economic and Health/Safety Costs

Class Type: Discussion Seminar

Reading:

Economic cost

Chapter 3-4, in Burchell, Robert W., et al. 1998. *The Cost of Sprawl-Revisited*. TCRP Report Number 39. Washington, D.C.: Federal Transit Administration.

Social costs

Chapter 6, in Burchell, Robert W., et al. 1998. *The Cost of Sprawl-Revisited*. TCRP Report Number 39. Washington, D.C.: Federal Transit Administration.

Farber, Steven and Xiao Li. 2013. Urban sprawl and social interaction potential: an empirical analysis of large metropolitan regions in the United States. *Journal of Transport Geography* 31: 267–277.

Health and safety costs

Hamidi, Shima, et al. 2018. Associations between Urban Sprawl and Life Expectancy in the United States. *International Journal of Environmental Research and Public Health* 15(5): 861.

Ewing, Reid, Shima Hamidi, and James Grace. 2016. Urban sprawl as a risk factor in motor vehicle crashes. *Urban Studies* 53: 247–266.

Week 6. September 26

Sprawl—IV: Costs and Consequences of Sprawl: Environmental Costs; Converging Views

Class Type: Discussion Seminar

Environmental Cost

Chapter 5, in Burchell, Robert W., et al. 1998. *The Cost of Sprawl-Revisited*. TCRP Report Number 39. Washington, D.C.: Federal Transit Administration.

Converging Views

Ewing, Reid and Shima Hamidi. 2015. Compactness versus Sprawl: A Review of Recent Evidence from the United States. *Journal of Planning Literature* 30(4): 413–432.

Growth Management and Smart Growth: Introduction

Reading:

Porter, Douglas. 1999. Reinventing Growth Management for the 21st Century. *William and Mary Environmental Law and Policy Review*, 23(3): 705–738.

Ye, Lin., Sumedha Mandpe, and Peter B. Meyer. 2005. What Is "Smart Growth?"—Really? *Journal of Planning Literature* 19(3): 301–315

Week 7. October 3

State Growth Management Programs

Class Type: Discussion Seminar

Reading:

Weitz, Jerry. 1999. From Quiet Revolution to Smart Growth: State Growth Management Programs, 1960 to 1999. *Journal of Planning Literature* 14(2): 266–337.

Weitz, Jerry. 2010. The Next Wave in Growth Management. *The Urban Lawyer* 42/43 (4/1): 407–416.

Weitz, Jerry. 2020. Retrenchment and Demise of State Growth Management Programs. *Journal of Comparative Urban Law and Policy* 4(1): 45–55.

Ben-Zadok, Efraim. 2005. Consistency, Concurrency and Compact Development: Three Faces of Growth Management Implementation in Florida. *Urban Studies* 42(12): 2167–2190.

Hamin, Elisabeth M. 2003. Legislating Growth Management: Power, Politics, and Planning. *Journal of the American Planning Association* 69(4):368–380.

Paper #1 Due (Email at shishir.mathur@sjsu.edu with the subject line: URBP 255, First Name, Last Name, Paper 1)
Details of Paper #2 handed out

Week 8. October 10 (online)

Regional Growth Management Programs

Guest Speaker: TBD

Class Type: Guest Lecture + Discussion

Wheeler, Stephen. 2002. The New Regionalism: Key Characteristics of an Emerging Movement. *Journal of the American Planning Association* 68(3): 267–278

Chapin, Timothy. 2012. From Growth Controls, to Comprehensive Planning, to Smart Growth: Planning's Emerging Fourth Wave. *Journal of the American Planning Association* 78(1): 5–15.

Institute for Local Government. 2011. *Understanding SB 375: Regional Planning for Housing, Transportation, and the Environment*. Sacramento: Institute for Local Government.

Association of Bay Area Governments (ABAG) and Metropolitan Transportation Commission MTC. 2021. *Plan Bay Area 2050*. Oakland: ABAG and MTC.

See at: https://www.planbayarea.org/sites/default/files/documents/Plan_Bay_Area_2050_October_2021.pdf

At the minimum, read the Executive Summary and skim the plan.

Video:

Crafting a Blueprint for the Bay Area's Future | Plan Bay Area 2050

<https://www.youtube.com/watch?v=H1MvU-47jnM>

Week 9. October 17

Local Growth Management / Smart Growth Programs and Tools

Class Type: Discussion Seminar

Reading:

Landis, John. 2021. Fifty years of local growth management in America. *Progress in Planning* 143, 100435

Wheeler, Stephen. 2002. *Smart Infill: Creating More Livable Communities in the Bay Area*. San Francisco: Greenbelt Alliance. http://www.abag.ca.gov/planning/housingneeds/pdf/resources/Smart_Infill.pdf (accessed August 18, 2014).

California Governor's Office of Planning and Research (CGOPR). 2021. *SB 743: Frequently Asked Questions*.

California Governor's Office of Planning and Research (CGOPR). 2012. *Overview of the California Environmental Review and Permit Approval Process*.

Week 10. October 24 (online)

Efficacy of Growth Management / Smart Growth: Physical Dimension

Guest Speaker: TBD

Class Type: Guest Lecture + Discussion

Reading:

Dawkins, Casey J., and Arthur C. Nelson. 2003. State Growth Management Programs and Central-City Revitalization. *Journal of the American Planning Association* 69(4):381–396.

Song, Yan, and Gerrit-Jan Knaap. 2004. Measuring Urban Form Is Portland Winning the War on Sprawl? *Journal of the American Planning Association* 70(2): 210–225

Paulsen, Kurt. 2013. The Effects of Growth Management on the Spatial Extent of Urban Development, Revisited. *Land Economics* 89(2): 193–210.

Hanlon, Bernadette, Mare Howland, and Michael McGuire. 2012. Hotspots for Growth: Does Maryland's Priority Funding Area Program Reduce Sprawl? *Journal of the American Planning Association* 78(3): 256–268.

Week 11. October 31

Efficacy of Growth Management / Smart Growth: Socio-Economic Dimension

Class Type: Discussion Seminar

Reading:

Portney, Kent. 2013. Local sustainability policies and programs as economic development: Is the new economic development sustainable development? *Cityscape* 15(1):45–62.

Fainstein, Susan S. 2005. Cities and Diversity: Should We Want it? Can We Plan for it? *Urban Affairs Review* 41: 3–19.

Rast, Joel. 2006. Environmental Justice and the New Regionalism. *Journal of Planning Education and Research* 25(3): 249–263.

Tretter, Eliot. 2013. Sustainability and Neoliberal Urban Development: The Environment, Crime and the Remaking of Austin's Downtown. *Urban Studies* 50(11): 2222–2237.

Week 12. November 7 (online)

Growth Management /Smart Growth: Environmental/Health Dimension

Guest Speaker: TBD

Class Type: Guest Lecture + Discussion

Environmental/Health Dimension:

Barbour, Elisa, and Elizabeth Deakin. 2012. Smart Growth Planning for Climate Protection: Evaluating California's Senate Bill 375. *Journal of the American Planning Association* 78(1): 70–86.

Stone, Brian, et al. 2007. Is Compact Growth Good for Air Quality? *Journal of the American Planning Association* 73(4): 404–420.

Winkelman, Steve. 2007. Comment on Stone: Could the Worst of Times for the Planet Be the Best of Times for Planning? *Journal of the American Planning Association* 73(4): 418–420.

Smith, Gavin, Dylan Sandler, and Mikey Goralink. 2013. Assessing State Policy Linking Disaster Recovery, Smart Growth, and Resilience in Vermont following Tropical Irene. *Vermont Journal of Environmental Law* 15: 67–10.

Week 13. November 14

Growth Management /Smart Growth: Housing Affordability

Class Type: Discussion Seminar

Reading:

Addison, Carey, Sumei Zhang, and Bradley Coomes. 2013. Smart Growth and Housing Affordability: A Review of Regulatory Mechanisms and Planning Practices. *Journal of Planning Literature* 28(3): 215-257.

Mathur, S. 2019. Impact of an Urban Growth Boundary Across the Entire House Price Spectrum: The Two-Stage Quantile Spatial Regression Approach. *Land Use Policy* 80:88–94.

Draft Paper #2 Due (Email at shishir.mathur@sjsu.edu with the following subject line: URBP255 Draft Paper 2 First Name, Last Name, Draft Paper 2. The instructor will distribute the paper among your class mates.)

Week 14. November 21

New Approaches to Built Environment: New Urbanism, Form-Based Codes, TOD, Neo Traditional Communities, and Walk-able Suburbs

Class Type: Discussion Seminar

Reading:

Congress for the New Urbanism. 2001. *Charter of the New Urbanism*.

Talen, Emily. 2013. Zoning for and against sprawl: The case for form-based codes. *Journal of Urban Design* 18(2): 175–200.

Mathur, S. and A. Gatdula. 2022. *Removing Planning, Land Use, and Zoning Barriers to the Construction of Transit-oriented Developments in the United States*. Working Paper.

Goetz, 2013. Suburban Sprawl or Urban Centres: Tensions and Contradictions of Smart Growth Approaches in Denver, Colorado. *Urban Studies* 50(11): 2178–2195.

Lund, Hollie. 2003. Testing the Claims of New Urbanism: Local Access, Pedestrian Travel, and Neighboring Behaviors. *Journal of the American Planning Association* 69(4): 414–429.

Southworth, Michael. 2003. Walkable Suburbs? An Evaluation of Neotraditional Communities at the Urban Fringe. *Journal of the American Planning Association* 63(1): 28–44.

Week 14. November 28

Presentation of Paper #2

Week 15. December 5

Presentation of Paper #2

Week 17. December 12 (final exam week)

The class will meet from 7:45 pm to 10 pm

Course reflection

Final Paper #2 Due (Email at shishir.mathur@sjsu.edu with the following subject line: URBP 255 Final Paper 2 First Name, Last Name, Final Paper 2)