Rapid urban population growth is a global trend which has serious implications for the quality of life of all urban residents. In addition, it produces costs for government agencies that provide services to these residents. This creates an incentive and need for these agencies to “manage” growth. In this course we discuss patterns of American urban development, its impacts, and tools used to manage and influence it. We start with an overview of urbanization and understanding why urban growth needs to be managed. We build a working definition of sprawl and establish the context of metropolitan growth, such as the decline of first-ring suburbs, regional income segregation, the “back to the city” movement, the growth of “edge cities”, etc. Finally, we explore growth management/smart growth programs, highlighting how they work and what their results have been. While the course takes a national perspective, we will make frequent use of Twin Cities examples to demonstrate how the policies we deal with are implemented in the real world.

Learning Objectives

• Developing an understanding of what is meant by the terms “growth management” and “smart growth”.
• Developing the ability to debate the pros and cons of urban sprawl.
• Familiarization with the different kinds of growth management programs in place throughout the country and understanding their benefits and disadvantages.
• Gaining an understanding of the effects of growth management and smart growth on urban and regional development.
• Reviewing and analyzing several new and old approaches to planning for, and designing the built environment.
Grading

Grading for the course will depend on a mix of group and individual work, as well as class participation. While I will not be formally taking attendance, non-attendance will affect your participation grade. There are no exams. Grades will be weighted as below:

Growth management strategy presentation: 30%
Smart growth audit: 20%
Term paper: 30%
Class participation: 20%

Readings

There is no required textbook for this course. Required readings will include scholarly journal articles and policy white papers and some other materials provided by the instructor. As graduate students, I believe you are competent to decide for yourself when you need more in the way of a general primer beyond my in-class introduction for a particular topic. To make that sort of resource available, I will be placing the books listed below on reserve at Wilson Library; I also have personal copies of all four, and would be happy to lend them out for a limited time to anyone who needs them


Please come to class prepared to discuss all of the required readings in detail. To facilitate discussion, and to let me tailor my leading of it to your needs and interests, please submit two or three questions about the week’s required readings to me by noon on each Monday. These need not be long (a few lines are plenty) or particularly polished; I just want to get a sense of your thoughts as I prepare for class. These will be a part of your participation grade.
Class Meetings

Week 1 (9/5/17) Urbanization and Growth Management

How have American cities grown? Is there a need to manage growth? What is growth management? How can we justify public policies to manage urban growth in a society that values individual liberties and property rights? How do we approach the greatest buzzword in planning in a constructive way?

Required readings:


Optional readings:


Week 2 (9/12/17) Sprawl

Sprawl. What is it? What is it not? Is it really bad? In this class, we will develop a working definition of sprawl specifically as a problematic development pattern. We will also look at growth management policies and how they frame the issue of urban growth have changed over the years.

Due by noon, Monday 9/11: Discussion Questions

Required readings:


Optional readings:

1. Burchell, ch. 1-3

**Week 4 (9/26/17) The Cost of Growth**

Most planners firmly believe sprawl is bad. What specific problems does it create, and how can we quantify them? What are the costs of sprawl, who bears them and how are they sometimes hidden?

Due by noon on Monday, 9/18: Discussion Questions

Required readings:


Optional reading:

1. Burchell, chapter 4-6

**Week 5 (10/3/2017) Suburbs**

A common stereotypical image of “The Suburbs” is that of a monolith. This has never been strictly true, and the present day state of the suburbs is one of increasing diversity between and within communities. We will establish a 21st Century “typology of suburbs”, and explore what different types of suburban communities mean for metropolitan growth.

Due by noon on Monday, 10/2: Discussion Questions

Due by noon on Monday, 10/3: Term paper topic proposal

Required readings:


Optional reading:


Week 6 (10/10/17) – NO CLASS

Use this time to work on your growth management technique presentations

Week 7 (10/17/17) FIELD TRIP: Smart Growth Field Study (Time & location TBD)

This week, we will visit a smart growth-style development in the Twin Cities region, and evaluate it through the application of a smart growth audit.

Required reading:

1. Smart growth audit for Boone, N.C.  

Week 8 (10/24/15) Smart Growth

This week we’ll be considering how closely realized smart growth developments resemble the visions of smart growth one finds in the planning literature. We’ll start by discussing the vision, as articulated by the Smart Growth Network, and founding proponent of the smart growth movement Peter Calthorpe. We’ll follow that with a discussion of what our smart growth audit found. Following that, we’ll discuss some of the reasons smart growth developments end up making compromises. Finally, we’ll consider the social equity implications of smart growth, both in terms of benefits and unintended consequences.

Due by noon on Monday, 10/23: Discussion Questions

Due in class: Smart growth audit

Required readings:

1. Smart Growth Network (n.d.) This is Smart Growth.

Optional readings:


**Week 9 (10/31/17) Growth Management Presentations & Writing your term paper**

This week, we’ll discuss requirements and expectations for the term paper, as well as the process of writing a paper for a scholarly publication.

Due by 5 pm on Monday, 10/30: Growth management presentations

**Required readings:**


**Week 10 (11/7/17) Retrofitting Sprawl**

No matter how unanimously we might agree that sprawl has negative consequences, it would do nothing to change the fact that a great deal of suburban development in the United States already has a sprawled built form. This week, we’ll look at strategies for retrofitting more sustainable, desirable built forms onto an existing sprawled community.

Due by noon on Monday, 11/6: Discussion Questions
Required readings:


Week 11 (11/14/17): Transit-Oriented Development (TOD)

Transit-Oriented Development (TOD). This week we’ll look at using public transit infrastructure as both an anchor point and a catalyst for smart growth developments.

Due before class either on 11/14 or 11/21: First draft of term paper (Hard copies required in class + Moodle submission)

Required readings:


Additional Readings:

**Week 12 (11/21/17) Debating smart growth**

This week, we'll discuss the backlash against smart growth and consider how one who disagrees might refute its arguments.

Due by noon on Monday, 11/20: Discussion Questions

Required readings:


Optional readings:


**Week 13 (11/28/17) Evaluating the evidence**

In this class meeting, we'll critically examine the claims made by smart growth advocates. Whatever we think of the smart growth movement personally, it is crucial for
us to be able to evaluate the realized results it has. We’ll will discuss if smart growth makes a difference.

Due by noon on Monday, 11/27: Discussion Questions

Required readings:


**Week 14 (12/5/17)**

Final paper presentations

Due by 5 pm on Monday, 12/4: Final paper presentations

**Week 15 (12/12/17)**

Final paper presentations

Due by 5 pm on Monday, 12/11: Final paper presentations

**FINAL TERM PAPER**

Due by midnight, Monday, 12/19/17.
Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/education/studentresp.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/education/instructorresp.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-... If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute
scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [http://policy.umn.edu/education/makeupwork](http://policy.umn.edu/education/makeupwork).

**Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: [http://policy.umn.edu/education/studentresp](http://policy.umn.edu/education/studentresp).

**Grading and Transcripts**

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A−</td>
<td>3.667</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B−</td>
<td>2.667</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>Represents achievement that meets the course requirements in every respect</td>
</tr>
<tr>
<td>C−</td>
<td>1.667</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
</tr>
<tr>
<td>S</td>
<td>Represents achievement that is satisfactory, which is equivalent to a C- or better.</td>
<td></td>
</tr>
</tbody>
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For additional information, please refer to: [http://policy.umn.edu/education/gradingtranscripts](http://policy.umn.edu/education/gradingtranscripts).

**Sexual Harassment**
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf)

**Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EQOA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EQOA.pdf).

**Disability Accommodations**

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: (UM Crookston - [https://www.crk.umn.edu/units/disability-resource-center](https://www.crk.umn.edu/units/disability-resource-center), UM Duluth - [http://www.d.umn.edu/disability-resources](http://www.d.umn.edu/disability-resources), UM Morris - [http://www.morris.umn.edu/academicsuccess/disability/](http://www.morris.umn.edu/academicsuccess/disability/), UM Rochester - [http://r.umn.edu/student-life/student-services/disability-resources](http://r.umn.edu/student-life/student-services/disability-resources), UM Twin Cities - [https://diversity.umn.edu/disability/](https://diversity.umn.edu/disability/) or e-mail (UM Crookston - myers062@crk.umn.edu, UM Duluth - access@d.umn.edu, UM Morris - hoekstra@morris.umn.edu, UM Rochester - sdzavada@r.umn.edu, UM Twin Cities - drc@umn.edu) with questions.

**Mental Health and Stress Management**
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

**Academic Freedom and Responsibility**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]