This course explores trends and counter-trends in American urban development, as well as the variety of public policies employed to manage and influence those trends. The course begins with an examination of the reasons and justifications for managing urban growth, as well as the problems and costs of unmanaged growth. We also build a working definition of “sprawl”. The course continues by discussing the overall trends in metropolitan growth, such as the decline of first-ring suburbs, regional income segregation, the “back to the city” movement and the growth of “edge cities. The remainder of the course explores public policies employed to manage urban growth: how they frame growth, what aspects of growth they seek to influence, how they operate 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.

**Grading**
Grading for the course will depend on a mixture 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 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 and/or observations about at least two of the week’s required readings to me by noon on each Monday. These need not be long—a paragraph each is plenty—or particularly polished; I just want to get a sense of your thoughts as I prepare for class. Some students communicate better in writing than extemporaneously (and vice-versa); to account for this fact, your reading notes will form part of your participation grade.

**Class Meetings**

**Week 1 (9/8/15)**

What is growth management? Why would an urban region want to manage its growth? 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?

**Agenda:**

1. Overview
   a. Introductions
   b. Course objectives
   c. Requirements
   d. Assignments
   e. Policies
2. Assign term paper topic proposal.
3. Break
4. Discuss fundamentals of growth management:
   a. What is it?
   b. Why do it?
   c. How to justify it?
5. Assign readings for week 2.

**Week 2 (9/15/15)**
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 how growth management policies and how they frame the issue of urban growth have changed over the years.

*Due at noon, Monday 9/14:*
Reading notes

**Required readings:**

**Optional readings:**
1. Burchell, ch. 1-3

**Agenda**
1. Discuss Galster, et al, Gordon and Richardson, as well as Ewing’s response.
   a. Build a working definition of sprawl.
   b. Sprawl vs. suburbanization
2. Discuss Chapin.
   a. How does each era of growth management frame and conceptualize urban growth?
   b. What policies of earlier eras (and the framings they’re based on) are still around?
3. Break
4. Potential term paper approaches and data sources
5. Introduce the costs of sprawl.
6. Assign readings for week 3.
Week 3 (9/22/15)
Most planners firmly believe sprawl is bad. What specific problems does it create, however, and how can we quantify them? What are the costs of sprawl, who bears them and how are they sometimes hidden?

Due at noon on Monday, 9/21:
Reading notes

Required readings:

Optional reading:
5. Burchell, chapter 4-6

Agenda:
1. Discuss readings.
   a. Evaluate costs of sprawl.
   b. Can we think of anything else?
2. Break
3. ASSIGNMENT: Growth management technique group presentation. Topics:
   a. Priority funding areas
   b. Impact fees
   c. Urban growth boundaries
   d. Rural protection
   e. State planning mandates
4. Introduce diversity among suburbs.
5. Assign readings for week 4.
Week 4 (9/29/15)
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 at noon on Monday, 9/28:
Reading notes

Required readings:
   http://bellwether.metapress.com/content/v53662w237h6q452/?p=546a72e07797463eaa082cf839a2872f&pi=8
   http://www.brook.edu/metro/pubs/20050214_jobsprawl.htm
   http://www.fanniemaefoundation.org/programs/census_notes_1.html

Optional reading:

Agenda:
1. Discuss suburban diversity readings.
   a. Typology of suburbs
   b. How do differences between suburbs affect appropriate growth management?
   c. How are relationships with the central city changing?
2. Break
3. Introduce smart growth
   a. Principles
   b. Techniques
   c. Tools
4. Distribute smart growth audit
5. Assign readings for week 5 & 6.

**Week 5—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.

*Due in class:*
Term paper topic proposal

*Required reading:*
1. Smart growth audit for Boone, N.C.
   http://www.townofboone.net/departments/development/pdfs/SG%20Audit%20web.pdf

*Agenda*
1. Tour local smart growth development
2. Smart growth audit (in groups)
3. Discuss how smart the growth in question is.

**Week 6 (10/13/15)**
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.

In the second half of the class, we’ll consider the social equity implications of smart growth, both in terms of benefits and unintended consequences.

*Due at noon on Monday, 10/12:*
Reading notes

*Due in class:*
Smart growth audit
Required readings:
6. Smart Growth Network (n.d.) *This is Smart Growth.*
10. TBD
11. TBD

Optional readings:

**Agenda**
1. Discuss smart growth vision.
2. Discuss audit results and compare.
3. Hand in audit.
4. Break
5. Discuss social equity implications.
6. Directions for growth management strategy presentations.

**Week 7 (10/20/15)**
Growth management technique presentations

**Week 8 (10/27/15)**
Guest speaker (TBD)

**Readings**
TBD

**Week 9 (11/3/15)**
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. We’ll conclude by introducing the idea of sprawl repair.

**Agenda**
1. Term paper requirements
Week 10 (11/10/15)
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. We’ll also introduce the concept of Transit Oriented Development (TOD) as a strategy for achieving smart growth.

Due at noon on Monday, 11/9:
Reading notes

Readings:
TBD

Agenda:
1. Discuss sprawl repair readings
2. Break
3. Introduce TOD as a smart growth strategy
4. Take questions about term paper draft

Week 11 (11/17/15)
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. We’ll go on to start considering the arguments one might make against smart growth, and to introduce the backlash against the smart growth movement.

Due before class:
First draft of term paper

Required readings:


**Additional Readings:**


**Agenda:**

1. Discuss TOD readings.
2. Break
4. Introduce backlash.

**Week 12 (11/24/15)**

This week, we’ll discuss the backlash against smart growth, consider how one who disagrees might refute its arguments, and conclude with an introduction to the idea of empirically evaluating the claims of smart growth proponents.

*Due at noon on Monday, 11/23:*

Reading notes

**Required readings:**


**Optional readings:**

**Agenda:**
1. Discuss backlash readings.
2. *If* you disagree, how would you defend your position?
3. Break
4. Introduce evaluating smart growth claims.

**Week 13 (12/1/15)**
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 also introduce our final class discussion topic: does it make a difference?

*Due at noon on Monday, 11/30:*
Reading notes

**Required readings:**
**Agenda:**

1. Hand back term paper draft.
2. General instructions for final draft.
3. Discuss examining smart growth claims readings.
4. Break
5. Sum up.
6. Evaluations

**Week 14 (12/8/15)**

Final paper presentations

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

Final paper presentations

**FINAL TERM PAPER**

Due at midnight, Monday, 12/21/15.

**Diversity Statement**

The University will provide 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://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html](http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html).

**Academic Honesty**

I expect your work to be your own. University policy establishes serious consequences for plagiarism and other forms of academic dishonesty. In formal academic writing, it is absolutely mandatory to cite the source of any idea that is not either original and entirely your own or widely recognized common knowledge. There is no excuse for failing to cite something you need to, and no penalty for citing something you need not: “Streetcars run on rails (Warner, 1978).” may be a little excessive, but it’s perfectly acceptable. In other words, if there is ever the slightest question in your mind about whether you should perhaps cite a source for something, the answer is yes, you should. For more information, please see the University’s Student Conduct Code at: [http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf)

**Your Wellbeing**

Graduate school is hard. That’s deliberate—these two years are meant to push you and to test you in terms of both your mind and your work ethic. On top of that, I have no doubt you will push yourself at least as hard as I ever could. That’s part of the reason this program turns out
exceptional graduates, but it can also be dangerous. Work you care about is addictive. Especially with a finite, two-year program, it can be tempting to try to just push through when things seem impossible, or when the pace of work feels unsustainable. I would urge you not to. If you feel genuinely overwhelmed, please speak with me so we can come to an arrangement that lets you get the work done while preserving your physical and mental health. The University also offers a range of services, see:

www.mentalhealth.umn.edu
www.bhs.umn.edu/services/mentalhealth.htm
www.uccs.umn.edu/