

**San José State University**  
**Urban and Regional Planning Department**  
**URBP 255, Urban and Regional Growth Management, Section 1, Fall 2023**

**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, 4:30 pm to 7:15 pm  
Classroom: WSQ 208  
Course Website: <https://sjsu.instructure.com/courses/1568761>

**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 + Reading Overview)

**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 recent approaches to think about and design built environment, for example, New Urbanism, Form-Based Codes, and transit-oriented developments (TODs)? 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, and TODs.

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](mailto: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](mailto: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 are 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, and summarizing and synthesizing memos written by fellow students. Details on how to complete these activities will be provided on handouts distributed later in the semester.

<b>Assignments</b>	<b>Percent of Course Grade</b>	<b>Course Learning Objectives Covered</b>
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 Play 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.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following page: <https://plagiarism.iu.edu/overview/index.html>

And, please do not use large language models (LLMs), such as ChatGPT, for your assignments.

If you still have questions, feel free to talk to the instructor. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

## 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 2023, 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 21

*Course Overview*

#### Week 2. August 28

*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 4 – No class (Labor Day!)

#### **Week 4. September 11**

*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 18**

*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 25**

*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 21<sup>st</sup> 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.

*Details of Engagement Unit Activity #1 handed out*

*Details of Engagement Unit Activity #2 handed out*

**Week 7. October 2**

*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 9 (online)**

*Regional Growth Management Programs*

Guest Speaker: TBD

Class Type: Guest Lecture + Reading Overview (no discussion question and narrative required)

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](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 16**

*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](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 23 (online)**

*Efficacy of Growth Management / Smart Growth: Physical Dimension*

Guest Speaker: TBD

Class Type: Guest Lecture + Reading Overview (no discussion question and narrative required)

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 30**

*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.

Dong, Hongwei. 2021. Evaluating the Impacts of Transit-oriented Developments (TODs) on Household Transportation Expenditures in California. *Journal of Transport Geography* 90 (2021) 102946.

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 6 (online)**

*Growth Management /Smart Growth: Environmental/Health Dimension*

Guest Speaker: TBD

Class Type: Guest Lecture + Reading Overview (no discussion question and narrative required)

### *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 13**

*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 20**

*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, Shishir and Aaron. Gatdula. 2023. Review of Planning, Landuse, and Zoning Barriers to the Construction of Transit-oriented Developments in the United States. *Case Studies on Transport Policy*.

DOI: <https://doi.org/10.1016/j.cstp.2023.100988>

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.

**Week 15. November 27**

*Presentation of Paper #2*

**Week 16. December 4**

*Presentation of Paper #2*

**Week 17. December 11 (final exam week)**

**The class will meet from 5:15 pm to 7:30 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)