Urban Development

This course, arranged in three segments, introduces theories and models of urban development and explores major issues of contemporary concern. An initial segment looks at the origins and evolution of urban areas, and at explanations regarding why cities exist where they exist, how they evolve, and why some of them grow or decline faster than others. The second segment examines the spatial configuration of development in urban areas, particularly with respect to land use and the relationship between central cities and suburbs within metropolitan regions. The last segment focuses on a number of important challenges that confront urban areas today, specifically: poverty and employment, transportation, education, crime, housing and local government. Combined, the three course segments provide understanding of tangible development issues structured by conceptual frameworks that help to explain why the issues are now what they are, and how they might be better addressed in the future.

Learning Outcomes
Students will be able to:
* understand basic theories and models of urban growth and development;
* explain physical, social, economic and political aspects of development; describe why cities exist, how they develop and grow and how activities are spatially arranged within them; and
* analyze development issues in ways structured by robust theoretical concepts.

Pre-requisites
There are no formal prerequisites. Some familiarity with micro-economic theory would be helpful.

Required Texts:
There are two required texts:

Grading:
Grades are based on 5 course requirements:
* contribution to class discussions (10%);
* in-class mid-term examination on October 2nd (20%);
* preparation and student-led discussion of an analytical brief on October 9th (20%);
* submission and presentation of a research paper on December 4th (30%);
* take-home final examination due on or before December 11th (20%).

The grading structure is:
90% and higher = A (4.00); 80 to 89% = B (3.33); 70 to 79 %= C; less than 70% = F
Analytical Brief
Each student chooses two of four topics selected by the instructor and prepares a four-page (double-spaced) analysis of readings relevant to each topic. These briefs should synthesize, assess and expand on the readings as appropriate. Each student also produces discussion questions and leads class discussions on the topic. Discussion questions in the past include:
* Should the Dallas Area Rapid Transit Authority (DART) adopt a mass transit strategy based on bus transportation, light rail transit, both or neither?
* Should the Dallas/Fort-Worth region adopt congestion pricing to alleviate traffic congestion on major highways?
* Should the federal government continue to expand the Housing Voucher Program, invest additional resources into public housing, adopt both strategies, or neither?

Research Paper
Each student prepares an original, 20-page (double-spaced) paper on a topic related to a course theme, and presents it research at semester’s end. Papers should focus on one of the 3 following themes:

Theme 1-Physical/spatial aspects: How does urban growth and development affect our physical environment? How does the physical landscape facilitate or impede development? Topics here can include:
- Transportation: Provision of light rail throughout the Metroplex
- Provision of infrastructure to sustain growth
- How does infrastructure shape where growth occurs spatially?
- The relationship between urban growth and quality-of-life
- Preservation of parks/open space
- Historic preservation
- New Urbanist development
- Problems of sustainable development: open space, environmental issues
- Environmental protection and degradation
- The role of infrastructure (water, public utilities) in urban development

Theme 2-Social aspects: How does urban development improve or hamper our quality of life? Topics here might include:
- How has development affected “sense of community” among residents?
- What role does demography play in facilitating development?
- How does urban growth change the region’s demographic composition?
- How has growth affected provision of affordable housing?
- What is the spatial distribution of crime, and how has it changed over time?
- Racial/ethnic location of populations
- What is the impact of geographic pockets of poverty?

Theme 3-Economic aspects: What is the importance of urban growth to economic development? How does development facilitate or hamper economic vitality? Topics here could include:
- What is the geographical distribution of growth within the Dallas/Fort-Worth region?
- Tax revenues and public expenditures: sales tax, property tax
- How have economic development strategies facilitated growth?
- How have job creation and job loss affected economic vitality?
- Why is “big box” development embraced in some communities and shunned in others?
- What is the importance of amenities in facilitating economic growth?
- What is the role of public finance in economic growth?
- What are the links between amenities and attraction of “footloose” firms?
Class Schedule

1. August 21: Introduction
   O’Sullivan: Ch. 1- Introduction and Axioms of Urban Economics

2. August 28: Origins
   O’Sullivan: Ch. 2: Why Do Cities Exist?
   Paul Krugman, Geography and Trade, 1991
     Ch. 2: Localization, pp. 35-67
   Jane Jacobs, The Economy of Cities, 1969
     Ch. 1: How new work begins (part), pp. 49-55
     Ch. 2: The valuable inefficiencies of cities (part), pp. 85-93
     Ch. 3: Explosive city growth (part), pp. 145-159
     Ch. 4: Some patterns of future economic development pp. 233-251

3. September 4: Theories of Location
   O’Sullivan: Ch. 3: Why Do Firms Cluster?
   O’Sullivan: additional readings provided by instructor
     1. Firm Location Theory; 2. Central Place Theory; 3. The Core-Periphery Model

4. September 11: Urban Growth I
   O’Sullivan: Ch. 4: City Size
   Wassmer: Ch 2: US Cities Coming Back from Decades of Decline.
     Ch 3: The Draw of Downtown: Big Growth Predicted for Many US Cities
     Ch 4: The State of the Cities: Downtown is Up
     Ch. 5: Urban Diversity and Economic Growth
     Ch 6: Projecting Growth of Metropolitan Areas

5. September 18: Urban Growth II
   O’Sullivan: Ch. 5: Urban Growth
   Wassmer: Ch. 14: Ohio Looks Hard at What's Lost Through Business Subsidies
     Ch. 15: Jobs, Productivity and Local Economic Development: Implications…
     Ch. 16: Sports, Jobs, and Taxes: Are New Stadiums Worth the Cost?
     Ch. 17: Can Local Incentives Alter a City's Economic Development?

6. September 25: Patterns of Land Use
   O’Sullivan: Ch. 6: Urban Land Rent; Ch. 7: Land Use Patterns
   Wassmer: Ch. 7: Dreams of Fields: The New Politics of Urban Sprawl
     Ch. 8: Al Gore Has A New Worry
     Ch. 9: Urban Spatial Structure
     Ch.10: How America's Cities are Growing: The Big Picture
     Ch. 11: Prove It: The Costs and Benefits of Sprawl
     Ch 12: Comment on Carl Abbott's 'The Portland Region: Where Cities and Suburbs Talk to Each Other and Often Agree
     Ch. 13: Do Suburbs Need Cities?
7. October 2: Mid-Term Examination

8. October 9: Student-led Discussions of Analysis Briefs

9. October 16: Poverty and Employment
   O’Sullivan: Ch. 8: Neighborhood Choice
   Wassmer: Ch. 18: Big U.S. Cities Carry Welfare Burden
   Ch. 19: Race Panel Divided Over Poverty: Experts Disagree on Causes
   Ch. 20: No Easy Way Out
   Ch. 21: Inner Cities
   Ch. 22: Information on the Spatial Distribution of Job Opportunities

10. October 23: Transportation
    O’Sullivan: Ch. 10: Externalities From Autos; Ch. 11: Mass Transit
    Wassmer: Ch. 33: Why Motorists Always Outsmart Planners…
    Ch. 34: You Ride, I'll Pay: Social Benefits and Transportation Subsidies
    Ch. 35: Urban Traffic Congestion: A New Approach to the Gordian Knot
    Ch. 36: Infrastructure Services and the Productivity of Public Capital

11. October 30: Education
    O’Sullivan: additional readings (provided by instructor): 4. Education
    Wassmer: Ch. 23: Why I'm Reluctantly Backing Vouchers
    Ch. 24: Current Issues in Public Urban Education
    Ch. 25: Why is it So Hard to Help Central City Schools?

12. November 6: Crime
    O’Sullivan: Ch. 12: Crime
    Wassmer: Ch. 29: The Mystery of the Falling Crime Rate
    Ch. 30: Bright Lights, Big City, and Safe Streets
    Ch. 31: Urban Crime: Issues and Policies
    Ch. 32: Estimating the Economic Model of Crime

    O’Sullivan: Ch. 13: Why Is Housing Different?; Ch. 14: Housing Policy
    Wassmer: Ch. 26: Miracle in New Orleans
    Ch. 27: Urban Housing Policy in the 1990s
    Ch. 28: The Dynamics of Housing Assistance Spells

    O’Sullivan: Ch. 15: The Role of Local Government; Ch. 16: Local Government Revenue
    Wassmer: Ch. 37: Why I Love the Suburbs
    Ch. 38: Metropolitan Fiscal Disparities
    Ch. 39: Economic Influences on the Structure of Local Government

15. December 4: Presentation and Submission of Research Papers

16. December 11: Final exam due before 1:00 pm
Supplementary Readings

Cities and Growth


Recent Trends
Altshuler, Alan; Morrill, William; Wolman, Harold; and Mitchell, Faith (eds.), *Governance and Opportunity in Metropolitan America*, National Academy Press, 1999.


Bradbury, Katherine et. al., *Urban Decline and the Future of American Cities*.


Location


**Economic Development**


Peters, Alan and Fisher, Peter, *State Enterprise Zone Programs*


**Land Use Patterns**


Anas, Alex, “The Costs and Benefits of Fragmented Metropolitan Governance and the New Regionalist Policy,” *Planning and Markets* (see me)


Fischel, “Does the American Way of Zoning Cause the Suburbs of Metropolitan Areas to Be Too Spread out?” in Altshuler et al., pp. 151-191.


Kahn, “Does Sprawl Reduce the Black/White Housing Consumption Gap?” *Housing Policy Debate*, v. 12, no. 1, pp. 77-86.

Keating, Michael, "Size, Efficiency, and Democracy," in David Judge et. al. (eds.), *Theories of Urban politics*.


Nivola, Pietro S. Laws of the Landscape: How Policies Shape Cities in Europe and America (Brookings Institution Press, 1999), pp. 35-51


**Poverty, Unemployment, Discrimination**


Becker, Gary, *The Economics of Discrimination*.


Feldstein, Martin, “Reducing Poverty, not Inequality,” The Public Interest (Fall 1999), 33-41.


Schelling, Thomas, "The Ecology of Micromotives," The Public Interest (Fall 1971).

Waller, Margy, “Remarks to the American Public Human Services Association Summer Meeting” (July 21, 2003).

Transportation


Webber, Melvin M., "The BART Experience: What Have We Learned?" *The Public Interest* (Fall 1976), pp. 79-108.


**Education**

Burtless, Gary (ed.), *Does Money Matter?*


Chubb and Moe, *Politics, Markets, and America's Schools*


Ladd, Helen, *Holding Schools Accountable.*


Peterson and West (eds.) *No Child Left Behind*


Crime


Neighborhoods


Housing


Green and Malpezzi, *U.S. Housing Markets and Housing Policy*.


Shuger, Scott "Who are the Homeless?" *The Washington Monthly* (March 1990), 38-49.


**Government**


Ladd, Helen, "Big City Finances," in George Peterson (ed.), *Big City Politics*, pp. 201-236.


Sanders, Heywood T., "What Infrastructure Crisis?" The Public Interest (Winter 1993), 3-18


Siegel, Fred, “Is Regional Government the Answer?” The Public Interest (Fall 1999), 85-98.


Zoning

Blakely, Edward J., and Mary Gail Snyder, Fortress America: Gated Communities in the United States (Brookings Institution Press, 1997).


Downs, Anthony, New Visions for Metropolitan America (Brookings Institution Press, 1994).


Nivola, Pietro S., “Are Europe’s Cities Better?” The Public Interest (Fall 1999), 73-84.


### Additional Course Policies

<table>
<thead>
<tr>
<th>Class Decorum</th>
<th>no cell phones on or text messaging; no notebook computers on</th>
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<tbody>
<tr>
<td>Make-up Exams</td>
<td>none</td>
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<tr>
<td>Extra Credit</td>
<td>none</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>not obligatory (though one should note that participation in absentia is tough)</td>
</tr>
<tr>
<td>Classroom Citizenship</td>
<td>civility and politeness are much appreciated</td>
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**Student Conduct and Discipline:** The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university’s Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents’ Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

**Academic Integrity:** The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one’s own work or material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university’s policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

**E-mail Use:** The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student’s U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.
**Withdrawal from Class:** The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

**Student Grievance Procedures:** Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university’s Handbook of Operating Procedures. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called “the respondent”). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent’s School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean’s decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

**Incomplete Grades:** As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester’s end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

**Disability Services:** The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22, PO Box 830688, Richardson, Texas 75083-0688, (972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student’s responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

**Religious Holy Days:** The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive
officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

**Off-Campus Instruction and Course Activities**

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at: http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm

Additional information is available from the office of the school dean.

*All descriptions and timelines above are subject to change at the discretion of the Professor.*