

**University of Wisconsin-Milwaukee**  
**UP 720: Urban Development Theory for Planning**  
**Spring 2020**  
**Thursdays, 9:00-11:40am, AUP 183**

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**COURSE OBJECTIVES:**

The purpose of this course is to understand why metropolitan areas “look” the way they do. You will examine economic, social, and political theories that seek to explain the growth and development of cities and regions. By “look” we mean the characteristics and geographic patterns of the physical landscape, as well as the social and demographic landscape. An understanding of the theories that attempt to tell us “why metro areas look the way they do” is important for developing appropriate public policies in such areas as transportation, economic development, housing, social policy, and environmental regulation. These theories form the basis for modeling—quantitatively or qualitatively—the likely impacts of alternative urban policies at the local, state, and national levels.

This course is largely about economic theory of urban locations and urban structure. “Urban economics and urban planning share an intense interest in many topic areas: the nature of cities, the prosperity of urban economies, the efficient provision of urban services, efficient systems of transportation, and the proper allocation of land between urban and environmental uses” (marketing statement for the textbook, Nancy Brooks, Kieran Donaghy, and Gerrit-Jan Knaap, *The Oxford Handbook of Economics and Planning*, 2012).

You will be called upon to think critically about urban problems and to defend plans/positions on the basis of both theory and facts. To put this another way, this course aims to teach you to think critically, to use and apply standard analysis tools, and to defend your arguments. Often, we will find that the problem has more than one possible solution. A successful planning professional applies an understanding of theory, history, and the known facts of the situation to reach a conclusion about the most likely result of different ways of addressing problems or of shaping the urban environment.

Although the experiences of different geographic regions will be covered in this class, Milwaukee, its region, and Wisconsin will frame the “urban laboratory” for some assignments and discussions. Because planning is a place-based profession, it is imperative that students gain hands-on experience working on problems in their local environment.

This class is also a forum for polishing professional skills, including public speaking and writing,

## TEXTS AND READINGS

*All Readings* will be available on the Canvas site as announced.

## GRADING

Grades will be based on class participation and two reports.

Class participation and discussion	20
Metro Area Report Part I	30
Metro Area Report Part II	50

The two reports will be composed of multi-faceted elements, many of which are researched and discussed through our *data assignments*. Instructions for preparing each data assignment is given to you at least one week before we discuss it in class, and you need to do all the research before the class. Your discussion of the data assignments will be graded in “class participation and discussion”. After the class, you will summarize the findings for the data assignments and eventually compile them into your metro reports.

Late reports will be marked down, unless students have documentary evidence clearly demonstrating compassionate or compelling circumstances.

### *Grading criteria*

The specific grading criteria for each report will be given with the report assignment. Note that writing always “counts.” In assigning a particular grade, the following guidelines set by the UWM graduate school will be followed:

A: Superior work

B: Satisfactory, but *undistinguished* work

C: Work below the standard expected of graduate students

Here are some general rules:

1. Papers must be typed, **double-spaced**, in 12-point font (preferably Times New Roman or Arial), with 1-inch margins.
2. Pages must be numbered.
3. The paper must comply with any specific requirements of the assignment, such as page limits, organization, etc.
4. **Unless noted otherwise, please submit your report to the appropriate Canvas Assignments AND turn in one hard copy during class.**
5. **Late Reports:** Reports are due at the beginning of the class period in which the report is due. Late reports are NOT accepted unless the student obtains an extension based upon justification such as illness or family/workplace emergency.

## CLASSROOM CONDUCT

Please turn off and put away all cell phones and audible devices during class. Please do not hold personal conversations during class. It is distracting to both the instructor and the other students in the class.

## SPECIAL ACCOMMODATION

Students with limitations due to disability, including learning disability may request for any reasonable accommodations. Students will be allowed to complete examinations or other requirements that are missed because of a religious observance. In case of special accommodations are needed in order to meet any of the requirements of this course, please contact me as soon as possible.

## ACADEMIC CONDUCT

The University, as an instrument of learning, is predicated on the existence of an environment of integrity. Faculty have the primary responsibility for establishing and maintaining an atmosphere and attitude of academic integrity such that the enterprise may flourish in an open and honest way. Students share this responsibility for maintaining standards of academic performance and classroom behavior conducive to the learning process. Please review Chapter UWS 14 and Faculty Document No. 1686 at:

[http://www4.uwm.edu/acad\\_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm) (Links to an external site.)Links to an external site. for both UWM's and our expectations of appropriate student academic conduct.

**Original Work and Plagiarism:** All work in this course should be your own. In written work, cite your sources for quotes, facts, and opinions, both in the body of your work and in the bibliography. Do not copy word for word unless you place the words in quotation marks. Any plagiarism will be dealt with as a serious ethical breach. If you have questions about whether you are crossing an ethical line, ASK ME. Here is a link to some good information on plagiarism from the Harvard Guide to Using

Sources: <https://usingsources.fas.harvard.edu/avoiding-plagiarism>. (Links to an external site.)Links to an external site.

**Other Course Policies:** This course adheres to campus policies regarding students with disabilities, religious observances, active military service, incompletes, discriminatory conduct, academic misconduct, complaints about the course, grade appeals, and firearms. For details about these policies, see

<http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf> (Links to an external site.)Links to an external site.

On average, students should spend 48 hours per credit per semester on in-class activities and activities outside of the classroom (i.e., approx. 144 hours for a 3-credit course).

## COURSE SCHEDULE AND ASSIGNMENTS

The schedule below identifies the readings, assignments, and preparations for class discussion that you need to prepare each week. Instructions for data assignments will be posted at least one week prior to the class in which we discuss the topic. Note that the data assignments are often the basis for our course discussions.

Many readings are linked directly from this online version of the syllabus. For readings that are not linked below, go to the Announcements tab on Canvas. PowerPoint presentations will be posted to Canvas, but sometimes not until after class.

### UNIT 1: INTRODUCTION

**Jan 23 (Week 1) Course introduction, thinking critically about how we know what we know**

#### *Readings:*

Bettencourt, Luis and Geoffrey West, "A Unified Theory of Urban Living," *Nature*, Vol 467, October 21, pp. 912-913, 2010.

White, James M. and David M. Klein, "Chapter 1: What is a theory?" in *Family Theories*. Sage Publications, 2008 (pp.1 -18).

Louf, Wandering in Cities: A Statistical Physics Approach to Urban Theory, (2015) <https://arxiv.org/pdf/1511.08236.pdf> (Links to an external site.). READ pp. 3-7, "Chapter 1: Studying Cities".

*You may read these after class to consolidate the ideas presented in class. All of the examples in the White reading relate to family theory, but are applicable to the kinds of theories that we will be considering this semester.*

**January 30 (Week 2) The City in Theory: Location Theory and Economic Geography**

**\*\* Hand out Data Assignment 1: Residential Location \*\***

**\*\* Hand out Metro Report I assignment \*\***

#### *Readings:*

Taaffe, Edward. J., Howard, L. Gauthier, and Morton E. O'Kelly, *Geography of Transportation*, Chapter 6, Upper Saddle River, New Jersey: Prentice-Hall, Inc. pp. 166-172, 1996.

O'Sullivan, Arthur, "Land Use in the Monocentric City," excerpt from *Essentials of Urban Economics*, Richard D. Irwin, Inc., pp. 140 - 146, 1993.

Anas, Arnott, and Kenneth Small, "Chapter 8: Urban Spatial Structure". In Robert W. Wassmer, *Readings in Urban Economics: Issues and Public Policy*, Blackwell, pp. 65-73, 2000.

**Discussion:**

How do you think these theories apply in describing and understanding your metro area?

**UNIT 2: LOCATION CHOICES**

**Feb 6 (Week 3) Residential Location**

**Readings:**

Giuliano, Genevieve, and Ajay Agarwal, "Land Use Impacts of Transportation Investments," Chapter 9 in *The Geography of Urban Transportation* (ed. G., Genevieve and S. Hanson), New York, NY: The Bulford Press, pp. 218-225, 2017.

O'Sullivan, Arthur, "Land Use in the Monocentric City," excerpt from *Essentials of Urban Economics*, Richard D. Irwin, Inc., pages 146 - 154, 1993.

Desmond, Matthew, "Epilogue: Home and Hope", from *Evicted, Evicted: Poverty and Profit in the American City*, pp.293-313, 2016

**Discussion for Data Assignment 1:** Describe the residential location characteristics of your metro area. Why might you choose where to live? How might your housing choice be different if you were a different sort of person?

**Feb 13 (Week 4) Residential Location II, Employment Location I**

**\*\* Hand out Data Assignment 2: Employment Location\*\***

**Readings:**

Tiebout, Charles M. "A Pure Theory of Local Expenditures," *Journal of Political Economy*, 64(5), 1956.

Giuliano, Genevieve, "Land Use Impacts of Transportation Investments: Highway and Transit," Chapter 9 in *The Geography of Urban Transportation* (ed. S. Hanson and G., Genevieve), pp. 244-246, 2004

Economic Base Theory, Florida State University

**Discussion:** Do you still see monocentric regions in the U.S.? Is your metro area one? If not, what are the major sub-centers? How do you think the sub-centers affect your metro area?

## **Feb 20 (Week 5) Employment Locations II**

### **\*\* Hand out Data Assignment 3: Metropolitan Growth Patterns\*\***

#### ***Readings:***

Giuliano, Genevieve and Kenneth Small, "The determinants of growth of employment subcenters", *Journal of Transport Geography*, 7, 189-201, 1999.

O'Sullivan, Arthur, "Market Areas and the Urban Hierarchy," excerpt from chapter 4 from *Essentials of Urban Economics*, 1993, Richard D. Irwin, Inc., pages 67-72, 1993.

Anas, Arnott, and Kenneth Small, "Chapter 8: Urban Spatial Structure". In Robert W. Wassmer, *Readings in Urban Economics: Issues and Public Policy*, Blackwell, pp. 83-98, 2000.

***Discussion for Data Assignment 2:*** Describe the employment location characteristics of your metro area. In which industry is your metro area specialized? How does the specialized industry affect the urban structure?

***Simulation:*** Make plans for the central city or the suburbs

## **Feb 27 (Week 6) Are Cities Dying?**

#### ***Readings:***

Mieszkowski, Peter and Edwin S Mills, "The Causes of Metropolitan Suburbanization," *The Journal of Economic Perspective*, Summer, Vol. 7(3): 135-147, 1993.

American Assembly of Columbia University, "Reinventing America's Legacy Cities: Strategies for Cities Losing Population". Detroit, MI, 2011.

***Discussion for Data Assignment 3:*** Is your metro area growing or shrinking in population?

***Debate:*** What factors drive the decline of cities? What factors keep cities prosperous? What is the prescription for shrinking cities?

## **UNIT 3: DESCRIBING METROPOLITAN ISSUES**

### **Mar 5 (Week 7) Cities and Their Natural Resource Base (Guest lecturer: Nancy Frank)**

#### **\*\* Metro Report I DUE \*\***

#### ***Readings***

European Environment Agency, "[Urban Sustainability Issues--What is a Resource-Efficient City?](#)" ([Links to an external site.](#)) 2015, pp. 8-12, 16, 23-36. The final section, pp. 37-71 concerns sprawl and promoting compact cities. We will discuss these topics throughout the course. A quick skim of this long final section is not required, but it has a lot of good information. The European context makes it especially interesting from our US perspective.

Milwaukee, Comprehensive Policy Plan, "[Natural Resources](#)" ([Links to an external site.](#))

ADD in 2020: Building a Circular Economy in Charlotte, Meeting of the Minds (2019)

ADD in 2020: circular urban wood, Minneapolis

### ***Case Study for Discussion and Debate: Menomonee Valley: Past, Present, Future***

Menomonee Valley Partners, "[Valley History](#)" ([Links to an external site.](#))

Menomonee Valley Partners and Sigma Group (2004), "[Sustainable Guidelines for the Menomonee Valley](#)" ([Links to an external site.](#))

Public Policy Forum (2014), "[Redevelopment in Milwaukee's River Valley: What Worked and Why?](#)" ([Links to an external site.](#)) Pages 3-17 required; remainder of report recommended.

Menomonee Valley Benchmarking Initiative (2013), *Menomonee Valley: State of the Valley Report*, "Section 4: [Catalytic Projects](#)" ([Links to an external site.](#))

### **Mar 12 (Week 8) Urban Politics (Guest lecturer: David Riemer)**

**\*\* Hand out Data Assignment 4: Socially Disadvantaged \*\***

**\*\* Hand out Metro Report II Assignment \*\***

#### ***Readings:***

Orfield, Myron, "Metropolitics," *The Brookings Review*, Vol. 15, No. 1, 15th Anniversary Issue, pp. 6-9, 1997.

Justin Davidson, "Cities vs Trump: Red state, blue state? The urban-rural divide is more significant." *New York Magazine*, April 18, 2017.

David Riemer: [Spotlight on Poverty & Opportunity](#); [Wisconsin Examiner](#); [Urban Milwaukee](#)

#### ***Case Study Readings for Discussion:***

Johnson, "Off-Track: The Failure of Light Rail in Milwaukee," *e.polis*, Vol VI (Winter 2014), pp. [101 pages total; assign funding section for next week]

How does Orfield’s description of “metro politics” offer an accurate (or inaccurate) explanation for the debates in the Milwaukee metro area around transit? How do the urban-rural differences play a role? Are these political dynamics still relevant to transit issues today in the Milwaukee metro area?

What do you know (what can you find out with some quick research) about city-suburb conflicts in your metro area?

## **Mar 19 HAVE A GREAT SPRING BREAK!**

### **March 26 (Week 9) Socially Disadvantaged**

#### ***Readings:***

Kain, John .F. “Housing Segregation, Negro Employment, and Metropolitan Decentralization.” *Quarterly Journal of Economics*, 82:175-181, 1968.

Wilson, William J. “The Hidden Agenda”, Chapter 7 in *The Truly Disadvantaged*, pp.140-164, 1987.

Sampson, Robert J. “Neighbourhood effects and beyond: Explaining the paradoxes of inequality in the changing American metropolis.” *Urban Studies*, 56(1): 3-32, 2019

***Discussion for Data Assignment 4:*** Explore indicators of social disadvantage for your metro area using the National Equity Atlas, <http://nationalequityatlas.org/>.

Which indicators of social disadvantage did you find most useful? Why? How does your metro area compare to the United States as a whole? Which group is particularly disadvantaged in your metro area? Do the indicators correlate (positively or negatively) as you would expect them to? If not, what explanations do you have?

### **Apr 2 (Week 10) Fiscal and Economic Challenges and Metropolitan Equity Issues**

#### **\*\* Hand out Data Assignment 5: Globalization \*\***

#### ***Readings:***

Wisconsin Policy forum: 2019 Property Values & Taxes,  
<https://wispolicyforum.org/research/2019-property-values-taxes/>

Bahl, Roy, “Metropolitan Fiscal Disparities,” from *Readings in Urban Economics*, Blackwell Publishing, 1993.

Altshuler, Alan, William Morrill, Harold Wolman, and Faith Mitchell, “Chapter 3: Disparities in Outcomes,” *Governance and Opportunity in Metropolitan America*, National Academies Press, pp. 40-78, 1999.



Henken, R., D. Day, S. Moeser, and B. Juarez, "On the Money? The City of Milwaukee's Uncommon Revenue Structure and How It Compares to Peer Cities", *Public Policy Forum*, July 2017.

**Discussion:** Look for information related to the follow questions: What is the revenue structure of the *central city* in your metro area. What are the principal revenue sources? Is your central city fiscally strained? If so, what are the factors contributing to that strain? If not, why is your city not strained by fiscal shortages?

## **Apr 9 (Week 11) Globalization**

### **Readings:**

Sassen, Saskia, "The Impact of the New Technologies and Globalization on Cities," in *Cities in Transition* (ed. A. Graafland and D. Hauptmann), Rotterdam, 2001.

Schmid, John, "Hit by a Global Train." Part 2 of a 3-part series titled "A Dream Derailed" by *Milwaukee Journal-Sentinel*, December 6, 2004.

Savitch, Hank V. "What is new about globalization and what does it portend for cities?", pp. 179-189 in *International Social Science Journal* 54:172, 2002.

**Discussion for Data Assignment 5:** Do some research to understand how globalization is affecting your metro area. Overall, from the information you have been able to find, is your metro area a "winner" or "loser" in the globalization process? Does your metro area appear to be (or aspire to be) a global city? What evidence do you see of this? Which industries and which population groups in your metro area are particularly affected by globalization?

## **UNIT 4: SOLUTIONS**

### **Apr 16 (Week 12) Integrated Transportation and Land Use Planning**

#### **Readings:**

Cervero, Robert, and John. D. Landis, "Twenty years of the Bay Area Rapid Transit system: Land use and development impacts," *Transportation Research A*, Vol 31, No. 4, pp. 309-333, 1997.

Crane, Randy, "Travel by Design?", *Access*, No. 12, pp. 2-7, 1998.

Giuliano, Giuliano, "Is job-housing balance a transportation issue", *Transportation Research Record*, Vol. 1305, pp. 305-312, 1991

Drennan, Matthew, and Charles, Brecher, "Can Public Transportation Increase Economic Efficiency?" *Access* 40, (Spring): 29-33, 2012.

**Discussion:** Do you observe/experience a strong connection between transportation and land use? How should we adopt integrated transportation and land use planning?

### **Apr 23 (Week 13) Housing Policies, Urban Design, and Smart Growth**

#### **Readings:**

Jacobs, Jane, “The Uses of Sidewalks: Safety,” *Death and Life of Great American Cities*. New York: Random House, pp. 29-54, 1961.

Lynch, Kevin, “The City and its Elements,” in *The Image of the City*, pp. 46-90, 1960.

Charter of the Congress of the New Urbanism (summary), *Congress of the New Urbanism* (in D2L Content as a Link)

Smart Growth Network, “Why Smart Growth?”, and “Smart Growth Principles”

### **Apr 30 (Week 14) Economic Policies and Regionalism**

#### **Readings:**

Porter, Michael, “[Inner-City Economic Development: Learnings From 20 Years of Research and Practice](#)”, *Economic Development Quarterly*, 2016, Vol. 30(2) 105–116

Florida, Richard, “Creative Class,” in *The Rise of the Creative Class, Revisited*, New York, NY: Basic Books, pp. 33-62, 2012.

Moretti, Enrico, *The New Geography of Jobs*. New York: Houghton Mifflin, pp. 178-214, 2012.

### **May 7 (Week 15) Course Summary**

### **May 14: Metro Report II DUE**