

PLAN 738 Transportation Policy

Spring 2020 Murphey Hall 111 Tues/Thurs 12:30-1:45 pm

Instructor: Dr. Allie Thomas

Office: New East 306

Office Hours: Tuesdays 1:30-2:30 pm sign up at: <https://alliethomas.youcanbook.me> or speak to me after class.

Email: alainna@ad.unc.edu when you email, please use "PLAN 738" in the subject of your email

Course website: sakai.unc.edu

Description

This a core course in transportation planning and policy at UNC Chapel Hill. This course engages a number of topics within the policy realm, and transportation equity is an underlying theme throughout the course. While many of the topics discussed may have been broached in other transportation planning courses, this course aims to take a deeper look at the policy debates surrounding these topics. Because we will focus on a diverse number of issues, the class will have guest speakers. The course will be divided in the following ways: *Overview US Transportation Policy and Equity; Part Two: Climate Change and Transportation; Part Three – Financing and Project Evaluation; Part Four- Student Case studies.* Because we have to be flexible with guest speakers, we may not go in this order.

Prerequisite: PLAN 636 or permission from the instructor.

Objectives

The overarching objective of this course is to expose students to contemporary transportation policy discussions, debates and methods and to see how equity and/or environmental justice is applied at the federal, regional, or local level.

Students will learn not only from the US experience but the experiences of many countries in areas such as:

- Approaches to Equity, Environmental Justice, and Accessibility
- Climate Change and Transportation Demand Management
- Transportation Governance
- Transportation's role in local/regional economic development
- New transportation modes/technologies
- Evaluation of transportation investments

Format

This course requires active student participation and is writing intensive. This is a seminar style course with student-led discussions along with traditional style lectures. You are strongly encouraged to attend and come prepared with both your writing and readings completed. No more than one unexcused absence is allowed.

The assignments for this class are aimed to strengthen writing, analytical skills, and presentation skills. They include both individual assignments and group work, mimicking how planners work in the real world. Guest lecturers will provide real life experiences on how national/regional/local policies affect the way they work. Guest lecturers from the transportation field may include representatives from regional agencies such as the Durham-Chapel Hill-Carrboro Metropolitan Planning Organization (DCHC-MPO), consulting firms such as Fehr and Peers, and state organizations such as the North Carolina Department of Transportation. (Dates and lecturers are still to be confirmed.)

Course Requirements and Grading

ASSIGNMENTS	DUE DATE	% OF TOTAL
Individual Op-Ed (Draft; Final)	Draft: 2/11; Final 2/25	20%
Group Report + Presentation- MPO Equity & Finance	2/20 Report; 2/27 Presentations due	20%
Group Report+ Presentation –TDM Best Practices	3/26 Report and Presentation	20%
Planning/Policy Case Study Presentation [Individual] [12.5%] Planning/Policy Report [Individual] [12.5%]	Biweekly deadlines/check-ins; Presentations from 4/9-4/22/Final Report due last day of class.	25%
Lead discussion	Varies	5%
Class Participation (Attendance, Participation/blurbs, draft feedback)	Weekly	10%

Note: Throughout the course, your suggestions for additions and/or changes to readings, guest lecturers, other media (podcasts, documentaries, and the like) are welcome.

Assignment Descriptions

1. **Individual Assignment I:** Op-Ed (Draft; Final): 800-1,000 word, well-researched transportation Policy/Project of your choice. You will submit both your draft and final version to your editing partner first, before sending it to me.
2. **Group Report + Presentation- MPO Equity & Finance: Analyze a transit agency (assigned) and their definition of equity in their project funding.** Present in Pecha Kucha style –5 minutes timed; images/little text.
3. **Group Assignment:** Assessment of TDM policy/projects. International vs. US. + 10-minute presentation. Short, Professional Quality Report.
4. **Transportation Planning or Policy Case Study. Presentation and Report. Write a short report on a policy or project. Identify main stakeholders, goals/objectives, success/failure, impacts on equity.**
5. **Weekly blurbs:** Write 100-200 words on one idea/argument from the assigned reading. We will discuss on Thursdays starting at the end of January. You need to make copies for yourself and everyone else in the class. We will read each other's blurbs and discuss. This part of your participation grade.

TOPICS COVERED AT-A-GLANCE

Part I. Overview of Transportation Policy & the Role of Equity			
1	9-Jan Thurs	Course Introduction and Overview Introduction to Course. Overview of Major Transportation Policies. Framing of the course--Transportation as social policy.	Assignment 1 and 2 posted on Sakai.
2	14-Jan Tues	No Class. TRB conference.	
	16-Jan	Transportation Planning and Policies, Overview part 1.	Sign up for leading discussion.
3	21-Jan	Major Policies impacting Transportation, part 2.	
	23-Jan	Equity, Environmental Justice, and Transportation	
4	28-Jan	Agencies: State and MPOs	
	30-Jan	Agencies: State and MPOs	
5	4-Feb	Climate Change and Transportation- Overview	
	6-Feb Thurs	Climate Change and Transportation—TDM & Parking Policies	
6	11-Feb	Climate Change & Transit-Oriented Development	Draft Op-Ed due
	13-Feb	Climate Change & Transit-Oriented Development	
7	18-Feb	Climate Change and Transportation--Congestion pricing	
	20-Feb	Climate Change and Transportation--Congestion pricing	Group Assignment #1: due in class.
8	25-Feb	Climate Change and Transportation--Congestion pricing	Op-Ed Final due
	27-Feb	MPO Presentations	
9	3-Mar	Technology and Travel Behavior	
	5-Mar	Technology and Travel Behavior	
10	10+12-Mar	No Class. Spring Break.	
11	17-Mar	TBD	
	19-Mar	TBD	
12	24- Mar	Transportation Finance	
	26-Mar	Assignment 3 Group Presentations and Reports	
13	31- Mar	Project Evaluation and Finance	
	2-April	Project Evaluation and Finance	

14	6-April	Project Evaluation and Finance	
	8-April	Presentations	
Part 4. Case Studies in Transportation Planning and Policy			
15	13-April	Presentations	
	15-April	Presentations	
16	20-April	Presentations	
	23-April	Presentations/Wrap-Up	

WRITING

Your audience is a busy planning official –either a city council member or a planning supervisor. Their time is limited. Your writing needs to persuade and inform. In this class, you write an op-ed and reports. In both cases, succinct writing is required. This means you are not to rely on language devices such as “There is, It is, etc.” The verb “to be” always needs to be used at a minimum in your written assignments, not in your online responses. Other things you can eschew from your writing: In order to → just write “To...” You are not in any of your written assignments to use contractions (e.g., can’t, don’t, etc.) Refer to the *Elements of Style* for further clarity.

Grading Scale

A 93%-100	C 76.9%-73%
A- 92.99%-90%	C- 72.9%-70%
B+ 89.9%-87% High Pass	D+ 69.9%-65%
B 86.9%-83%	D 64.9%-63%
B- 82.9%-80% Pass	D- 62.99%-60%
C+ 79.9%-77% Low Pass	F 59.49% or less

Other Academic Business

Late Assignments

Assignments are marked down 5% per day it is late. I provide enough time for each assignment.

IF YOU HAVE A MEDICAL OR PERSONAL EMERGENCY, LET ME KNOW ASAP.

My purpose is to help you to excel in this learning environment. Should you need further assistance beyond my help, please consult the following on-campus resources:

The Writing Center: <http://www.unc.edu/depts/wcweb/>

Academic Success Program (for students with learning disabilities (LD) and/or attention-deficit/hyperactivity disorder (ADHD): <http://www.unc.edu/depts/lds/>

Learning Center: <http://www.unc.edu/depts/acadserv/learn.html>

Counseling and Wellness Services: <http://campushealth.unc.edu>

Honor code

The UNC honor Code states: “It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and to support the enforcement of the honor code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity.”

We are committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at <http://honor.unc.edu/honor/code.html> If you have questions it is your responsibility to ask the professor about the Code’s application. All written work, and other projects must be submitted with a signature that you have complied with the requirements of the Honor Code in all aspects of the submitted work.

Absences

I will start taking attendance on January 16th.

Students are permitted to miss class for EXCUSABLE absences only (for details about what an excused absence is, see UNC-Chapel Hill’s attendance policy below). If a student has unexcused absences, their attendance and participation grade will be affected. [Basically, attendance is required.] http://www.unc.edu/ugradbulletin/procedures1.html#class_attendance

Graduates: If you miss more than two classes without an official excuse, you will receive a Low Pass in this class.

Undergraduates: If you miss more than two classes without an official excuse, your grade will be lowered (Ex :B+→ B).

Graduates/Undergraduates: If you have a job/internship interview, conference, or similar type of event, you need to let me know at least a week before so that I can make arrangements for you to make up the class. You will still need to provide your written blurb for the class.

Laptops and cell phones

Please turn off your cellphones before entering class. If you must have your phone on during class because of an extraordinary circumstance, please let me know beforehand. Laptops are permissible only for classroom purposes. You must turn off all other programs including web browsers, emails, instant messaging, etc. If laptops are used for anything other than taking notes, I will ask you stop using your laptop during class time.

Disability

If you have a documented disability that may require assistance, you may need to contact the Academic Services office that houses the Academic Success Program for coordination in your academic accommodations. Please contact me to discuss any accommodations that may be required to satisfy your needs.

Required Course Materials

1. All materials are posted on Sakai under the corresponding week.
2. If you are new to transportation planning, review PLAN 636 syllabus. A good textbook is *The Geography of Urban Transportation (3rd or 4th Edition)*, available at the Undergrad Library Reserves (24 hour loan period). I will post some chapters on Sakai.

Weekly Readings and Topics

All course readings should be completed before class. I use a variety of readings to discuss policy, including online articles, videos, podcasts, etc. We will also do in-class readings as well. There is a method to my madness. I am also know to get rid of readings, change up things as the current political environment makes it all the more interesting.

Part I: Transportation Policy and Equity

Week 1 January 9: Course introduction and Overview

Overview of the course. The current venues for public policy debates. Feedback on the syllabus.

Overview of Transportation Policy and Equity

Week 2 January 16: Transportation Equity and Inequity.

Car-centric planning as a proxy for discrimination by race, class, gender, and ability.

John Urry, "The 'System' of Automobility," *Theory, Culture & Society* 2004, Vol. 21, No. 4–5, pp.25–30 to the third paragraph.

Bullard, R. (2003-2004). "Addressing Urban Transportation Equity in the United States" *Fordham Urban Law Journal*, 31, 1183-1210.

Lucas, K. (2004-10-13). "Locating transport as a social policy problem" In *Running on empty: Transport, social exclusion and environmental justice*: Policy Press.

<http://policypress.universitypressscholarship.com.libproxy.lib.unc.edu/view/10.1332/policypress/9781861345707.001.0001/upso-9781861345707-chapter-2>

Fan, Guthrie, Van Dort and Baas. (2019) *Advancing Transportation Equity: Research and Practice, Final Report* Read: Literature Review.

Lee, R., Ipek N.S., and S. Nathan Jones. "Understanding the role of equity in active transportation planning in the United States" *Transport Reviews*, 31(2),211-226.

***Sign up to lead discussion on Sakai. Assignments 1+2 handed out.

Supplemental: Currier, Reasa D. "Public Transit: Looking Back and Moving Forward - A Legislative History of Public Transportation in the United States and Analysis of Major Issues for the Authorization of the Surface Transportation Bill." *Transportation Law Journal*, vol. 37, no. 2, 2010, p. 119-142.

Week 3 Environmental Justice Analysis in Transportation Planning and Community Engagement

Practitioner applications of EJ. Role of local communities.

January 21: Twaddell, Zgoda, Aimen, and Morris (2019) Environmental Justice Analysis in Transportation Planning and Programming: State of the Practice (Report). Read: Executive Summary; pp. 14-56; pp. 87-103.

January 23: Sutcliffe, J. and Cipkar, S. (2017) "Citizen Participation in the Public Transportation Policy Process: A Comparison of Detroit, Michigan, and Hamilton, Ontario" *Canadian Journal of Urban Research*. Winter 26:2, 33-51.

Arnstein, Sherry. 1969. "A Ladder of Citizen Participation," *Journal of the American Institute of Planners* 35:4 (July), 216-223. Skim/review or read if this is your first time seeing this.

Week 4, Agencies: State and MPOs

State controls and regional governance.

January 28 Gian-Claudia Sciara (2017) "Metropolitan Transportation Planning: Lessons From the Past, Institutions for the Future", *Journal of the American Planning Association*, 83:3,262-276.

Barth, B. "The Double-Edged Sword of Preemption" *Planning Magazine*, November 2019

January 30—Light Rail Failures –local, regional, and state conflicts

Findings and Recommendations of the APTA Peer Review Team on Durham-Orange Light Rail Transit Project GoTriangle, October 2019

GoTriangle Regional Transportation Plan or Short-term Transit Plan.

Week 5 Climate Change and Transportation

Feb 4 Overview of Climate Change and Transportation in Trump Era.

Bae, Chang-Hee Christine Bae, "Chapter 13: Transportation and the Environment" in *The Geography of Urban Transportation, Third Edition*.

Littman, T. "Why manage transportation demand?" TDM Encyclopedia. Victoria Transport Policy Institute <https://www.vtpi.org/tm/tm51.htm>

Editorial on recent changes to NEPA.

Feb 6: Parking

Shoup, D. C. (1997). *The High Cost of Free Parking*—Chapter 18: Let Prices do the Planning; Ch. 4 An Analogy; Ancient Astronomy; skim Chapter 5: Great Planning Disaster, read tables/figures over closely.

Mackie, P. (Producer). (2017). Vox Mobility Lab video: The high cost of free parking. [Video] Retrieved from <https://mobilitylab.org/2017/07/19/voxmobility-lab-video-high-cost-free-parking/--short> video of Shoup breaking down parking policy.

Supplemental

Lisa Schweitzer & Jiangping Zhou (2010): Neighborhood Air Quality, Respiratory Health, and Vulnerable Populations in Compact and Sprawled Regions, *Journal of the American Planning Association*, 76:3, 363-371

US Department of Transportation John A. Volpe National Transportation Systems Center (2014) *Statewide Transportation Planning for Healthy Communities*.

Agarwal, O.P. *Mayoral Guidance Note No.4*. "Toward Sustainable and Energy Efficient Urban Transport" Energy Sector Management Assistance Program, The World Bank. September 2014.

Committee for the Study on Relationship among Development patterns, Vehicle Miles Traveled, and Energy Consumption, Transportation Research Board (2009). TRB Special Report 298: "Driving and the Built Environment: The effects of compact development on motorized travel, energy use, and CO2 emissions".

Week 6 Climate Change and Transportation—Transit-Oriented Development

2/11 Transit-oriented development and its impact on planning

Jamme, H.-T., Rodriguez, J., Bahl, D., & Banerjee, T. (2019). A Twenty-Five-Year Biography of the TOD Concept: From Design to Policy, Planning, and Implementation. *Journal of Planning Education and Research*, 39(4), 409–428. <https://doi.org/10.1177/0739456X19882073>

Carlton, I. (2019). Transit Planners' Transit-Oriented Development-Related Practices and Theories. *Journal of Planning Education and Research*, 39(4), 508–519.

In class: TOD Standard from ITDP.

*****Op-ed draft due**

2/13 Transit-Oriented Development and its impact on Communities

Lung-Amam, W., Pendall, R., & Knaap, E. (2019). Mi Casa no es Su Casa: The Fight for Equitable Transit-Oriented Development in an Inner-Ring Suburb. *Journal of Planning Education and Research*, 39(4), 442–455.

Zuk, et al (2015) "Gentrification, Displacement and the Role of Public Investment: A Literature Review." White Paper. Pp. 2-21.

Week 7 Climate Change and Transportation--Congestion pricing

2/18 Politics of Congestion pricing

King, D., Michael Manville, and Donald Shoup (2007). For Whom the Road Tolls: The Politics of Congestion Pricing. *Access Special Issue*, 2014, pp. 24-29

Video: Discussion on congestion charging.

2/20 Equity and Road Pricing

Taylor, B. (2010). How Fair is Road Pricing? Evaluating Equity in Transportation Pricing and Finance. A report for the National Transportation Policy Project, Washington DC.

Group Assignment #1: MPO Reports due in class.

Week 8 February 27: Congestion pricing, Part 2

2/25: London Case Study.

Assignment 1 Final Op-Ed Due.

2/27 Assignment #2 MPO Pecha Kucha Presentations

Week 9 Technology, Travel Behavior, and Equity

3/3 Travel Behavior: Shared Mobility and Equity, USDOT/Federal Highway Administration, Read: Executive Summary and Chapters 1-2.

Alexis C. Madrigal, "How Automation Could Worsen Racial Inequality" *The Atlantic Monthly*.

<https://www.theatlantic.com/technology/archive/2018/01/black-workers-and-the-driverless-bus/550535/>

3/5 Reed, Rachel (2017) "Disability Rights in the Age Of Uber: Applying the Americans With Disabilities Act Of 1990 To Transportation Network Companies," *Georgia State University Law Review*: Vol. 33 : Iss. 2 , Article 7.

Editorials on recent changes to CA law that makes TNC drivers employees not contract workers.

Week 10 March 13 SPRING BREAK

Week 11 March 17 & 19: TBD

Week 12 Transportation Finance

3/24 Taylor, B., Eugene J. Kim, and John E. Gahbauer "The Thin Red Line: A Case Study of Political Influence on Transportation Planning Practice" *Journal of Planning Education and Research* 2009 29:173

Chapter 11 "The Geography of Urban Transportation Finance" *The Geography of Urban Transportation*, Third Edition.

3/ 26: Assignment 3 Group Presentations and Reports Due

Week 13 Project Evaluation and Finance

3/31 Flyvbjerg, B. et. al. (2002). Underestimating Costs in Public Works Projects. *Journal of the American Planning Association*, 68, 3, 279-296.

Mackie, P. and Preston J. (1998). Twenty-one sources of error and bias in transport project appraisal. *Transport Policy*, 5, 1-7.

4/2 Beukers, E., Bertolini, L. and Brommelstroet, M.T. (2012). Why Cost Benefit Analysis is perceived as a problematic tool for assessment of transport plans: A process perspective. *Transportation Research Part A*, 46, 68-78.

Week 14 Project Evaluation

4/9 Small, K. (1999). Project Evaluation (Chapter 5) in *Essays in transportation economics and policy* **[electronic resource]**: a handbook in honor of John R. Meyer