

## P L A N 590 – International Transportation Planning

Department of City and Regional Planning • University of North Carolina at Chapel Hill • Fall 2021

This an elective upper-level undergraduate/graduate course that aims to introduce students to international transportation planning, taking into consideration history, governance, finance, and operations.

Transportation planning as a field is highly diverse. How transportation engineers and planners think about moving goods and people differs across the globe. This course sets out to expose you to how the transportation planning practice differs across the world by looking at best practices such as bus rapid transit, people-oriented street design, congestion pricing—to name a few.

Understanding the planning context is critical to understanding why a best practice may or may not work in your community, or how you can adapt it to your community. Instead of giving a broad overview of international transportation planning, in this course I will go over specific examples from places like China, Colombia, Brazil, Copenhagen, Spain, and the UK.

The course is divided into three parts. Part 1 provides an overview. Part 2 focuses on issues different countries face in transportation planning. Part 3 is student-driven with weekly discussions and presentations on case studies.

### OBJECTIVES

The overarching objective of this course is not only to provide students with an overview of international transportation planning but also a framework for understanding how to approach transportation planning in international contexts.

By the end of this course, you should be able to:

- (1) Appraise international transportation best practices for applicability to specific urban contexts.
- (2) Communicate strengths and weaknesses of international transportation best practices to a non-planning audience.
- (3) Discuss differences in transportation planning approaches amongst different countries.
- (4) Synthesize pertinent materials including professional reports and white papers to communicate their assessments of best practices in a professional manner.

### EXPECTATIONS

As a student, you are expected to:

- Complete all readings prior to class and come prepared to discuss
- Complete five out of the eight reading responses.
- Complete assignments on time. All work should be uploaded to Sakai unless otherwise directed.
- Ask questions in class, via email or at office hours, if you're unclear about a concept.

### COURSE REQUIREMENTS AND GRADING

Assignment	Description	% of grade
Lead Discussion	Twice during the semester.	10%
In-class case study and role play	Participation and preparation Reflection	15%
Exams	Take home exams—open note. One week to complete. Midterm (10%) and Final (15%). Case studies to assess.	25%
Assignment: Best practice Case Study; Recommendations Presentation	Handout: 8/26 Case Study Outline due Week 6 Case Study Final (Individual) Week 12 Presentation (10%): last weeks of semester	40%
Participation	Attendance and preparedness	10%

**TTH 2:00-3:15pm**

New East 201

Dr. Allie Thomas  
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#### **Office Hours**

Email me for an appointment, but usually Friday or before class.

**Grading Scale for Graduates; 90 or above High Pass; 80-89 Pass; 79 or below Low Pass**

A	A-	B+	B	B-	C+	C	C-	D+	D	F
95-100	90-94.99	87-89.99	84-86.99	80-83.99	77-79.99	74-76.99	70-73.99	67-69.99	60-66.99	0-59.99

**SEMESTER AT-A-GLANCE AND IMPORTANT DATES**

Week 1	Aug 19 TH	Intro to Course
Week 2	Aug 24, 26	Bus Rapid Transit as a lens to international transportation planning (South America)  READINGS: Bus Rapid Transit as a neoliberal contradiction; Lessons of BRT in Nine Chinese Cities;
Week 3	Aug 31, Sept 2	<b>International Organizations and their role in transportation planning</b> (World Bank, Consulting firms, etc.)  READINGS: Global policies for moving cities: the role of think tanks in the proliferation of Bus Rapid Transit systems in Latin America and worldwide  Study tours and inter-city policy learning: Mobilizing Bogota's transportation policies in Guadalajara  Formulating Transport Policy- World Bank (Skim; Reference for semester)  The Human Scale – in class
Week 4	Sept 7, 9	<b>Gender and transportation planning</b>  ITF (2021). Transport Innovation for Sustainable Development A Gender Perspective.  Kondylis, F., Legovini, A., Vyborny, K., Zwager, A., & Andrade, L. (2020). <i>Demand for Safe Spaces</i> . World Bank Report.  Case study proposal due
Week 5	Sept 14, 16	<b>Paratransit/informal transportation</b> Plano and Behrens (2021) Integrating para- and scheduled transit: Minibus paratransit operators' perspective on reform in Cape Town.  Falchetta, Noussan, and Hamm (2021) Comparing paratransit in seven major African cities: An accessibility and network analysis. <i>Journal of Transport Geography</i> , 94.  Tun et al. (2020) Informal and Semiformal Services in Latin America: An Overview of Public Transportation Reforms.  Loor and Evans (2021) Understanding the value and vulnerability of informal infrastructures: Footpaths in Quito.
Week 6	Sept 21, 23	<b>Sustainable transportation planning and policy</b>  Thynell, Mohan, and Tiwari (2010) Sustainable transport and the modernisation of urban transport in Delhi and Stockholm.  Pettersson, Stjernborg, and Curtis (2021) Critical challenges in implementing sustainable transport policy in Stockholm and Gothenburg.  Transferring urban sustainability policies Formulating Transportation Policy- World Bank  <b>Case study outline due</b>  <b>Midterm? –Congestion Pricing</b>

Week 7	Sept 28, 30	Preparation for in-class role play In-class exercise
Week 8	Oct 5, 7	<b>Equity &amp; Accessibility</b>  Adlia, Chowdhury, and Shiftanc (2019) Justice in public transport systems: A comparative study of Auckland, Brisbane, Perth and Vancouver.  Kett, Cole, and Turner (2020) Disability, Mobility and Transport in Low- and Middle-Income Countries: A Thematic Review.  Lucas, Karen (2019) A new evolution for transport-related social exclusion research?  Kash, G. (2017, 2019/09/01). Vision Dissonance: Conflicting Conceptions of Bus Sariri. <i>Journal of Planning Education and Research</i> , 39(3), 332-344. <a href="https://doi.org/10.1177/0739456X17745974">https://doi.org/10.1177/0739456X17745974</a>
Week 9	Oct 12, 14	<b>Freight/e-commerce/ports</b> Marcucci, Gatta, Pira, Chao, and Li (2021) Bricks or clicks? Consumer channel choice and its transport and environmental implications for the grocery market in Norway.  Barreiro-Gen, M., Lozano, R., Temel, M., & Carpenter, A. (2021). Gender equality for sustainability in ports: Developing a framework. <i>Marine Policy</i> , 13.  Barreiro-Gen, Lozano, Temel, and Carpenter (2021); Kothuis and Slinger (2018) Kothuis, B., & Slinger, J. (Eds.). (2018). <i>Voices on Sustainable Ports in Africa Stories from Tema Port, Ghana</i> : Delft University Publishers. (Select readings)  Allen et al. (2021) Understanding the transport and CO2 impacts of on-demand meal deliveries: A London case study.
Week 10	Oct 19, 21	<b>COVID and public transportation</b> Hirschhorn (2021) A multi-level-governance response to the Covid-19 crisis in public transport.  Zhang, Hayashi, and Frank (2021) COVID-19 and transport: Findings from a world-wide expert survey. <i>Transport Policy</i> , 103, 68-85.  DRAFT Case study due  Fall Break 10/21- no class
Week 11	Oct 26, 28	<b>New mobility technologies</b> Palm, Farber, Shalaby, and Young (2020) Equity Analysis and New Mobility Technologies: Toward Meaningful Interventions. <i>Journal of Planning Literature</i>  Anaya-Boig, Douch, and Castro (2021) The death and life of bike-sharing schemes in Spain: 2003–2018. <i>Transportation Research Part A: Policy and Practice</i> , 149, 227-236.
Week 12	Nov 2, 4	<b>Work sessions?</b>
Week 13	Nov 9, 11	<b>Case study Final Reports due</b>
Week 14	Nov 16, 18	Presentations
<b>Week 15</b>	<b>Nov 23, 25</b>	Presentations <b>Thanksgiving-no class</b>
Week 16	Nov 30	Review course. Hand out take home exam.
Final	Dec 7 <sup>th</sup>	Submit your final by 2pm.

## OTHER ACADEMIC BUSINESS

**Community Standards in Our Course and Mask Use.** This semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to

protect our educational community – your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see [Carolina Together](#).

### **Late Assignments**

Assignments are marked down 20% per day.

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**

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](http://www.unc.edu/ugradbulletin/procedures1.html#class_attendance)

**You are allowed one unexcused absence.**

### **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.

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