

PLAN 590.003
Complete, Safe, Equitable Streets
Spring 2020

Time: Monday, 4:00pm to 6:30pm
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Course Description

Streets are an essential, if often invisible, part of communities. Streets can be vibrant parts of the urban realm, sites for children playing and neighborhood gatherings, loci of physical activity opportunities, or places of fear that fail to safely accommodate all users. Streets provide mobility – allowing us to travel – and accessibility – allowing us to reach destinations. Streets therefore serve a complicated and often conflicting set of goals and users.

This course will interrogate the role of streets in communities paying particular attention to how streets contribute to mobility, accessibility, economic vibrancy, social cohesion, and safety from crime and traffic danger. In all conversations, we will consider how different people – by income, race, travel mode – are affected by streets and transport policy. As “completing the streets” requires coordinated efforts across planning domains and related fields, this course should be of interest to a wide variety of students, e.g. planning, public health, public administration, environmental studies, environmental science.

Through a combination of lectures, guest speakers, and experiential projects, this course will systematically address these topics and provide extended opportunities for reimagining today’s environments. The course will draw on domestic and international examples to better understand design and policy solutions that are possible in American environments.

Course Objectives

By the end of the course, students will gain knowledge and understanding of:

- the various theories, contexts, norms, and motivations underlying the concept of ‘complete streets,
- the history and policy context of complete streets planning in the US,
- the wide range of functions streets perform, and contemporary challenges of balancing competing needs for streets,
- fundamentals of inclusive street design, and
- methods to evaluate existing conditions and develop plans to promote complete, safe, and equitable streets.

Materials

All required materials, including readings, videos, and podcasts, will be available on Sakai or handed out in class. While there are no required texts, you may be interested in purchasing a personal copy of the following (we will read most of this book, which is available via the UNC Library’s e-book collection, during the course of the semester):

McCann, B., 2014. Completing our streets: the transition to safe and inclusive transportation networks. Island Press, Washington, DC.

Course Policies

Honor code

"The Honor Code represents UNC-Chapel Hill students' commitment to maintain an environment in which students respect one another and are able to attain their educational goals. As a student at Carolina, you are entering a community in which integrity matters--integrity in the work you submit, and integrity in the manner in which you treat your fellow Carolina community members."

In order to uphold the Honor Code in your written assignments, you must properly cite all data, ideas, and information that are not your own. Please visit the UNC Writing Center if necessary for assistance with proper citation methods and avoidance of plagiarizing.

Cellphones and laptops

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.

In general, I discourage the use of laptops and tablets for note-taking; however, you are permitted use a laptop or tablet for note-taking and other classroom work only. Other uses of laptops and tablets—including checking email, using social media, surfing the web, etc—are not permitted. It is surprisingly easy for a lecturer to recognize when students are using phones, tablets, or laptops for non-course-related purposes in class. Violations of this policy will be reflected in your course participation grade.

Late assignments

Late assignments are subject to a penalty equal to 10% of the points available for the assignment for every day (or portion thereof) beyond the submission deadline. For example, the maximum score available for a 10-point assignment submitted 25 hours after the submission deadline is 8. Extensions may be granted under exceptional circumstances. If you are experiencing a hardship and cannot submit an assignment on time and would like to negotiate an extension, you must contact me via email *before 2pm* on the day the assignment is due.

Expectations

Readings, videos, & podcasts

All readings, videos, and podcasts will be posted on Sakai at least two weeks before the class session for which they are assigned. All readings are required unless otherwise noted. You are expected to have completed the required readings or recordings before coming to each class meeting, and be prepared to participate in discussions and exercises based on them.

Attendance, participation, & facilitation

This course is built in part around in-class discussion and debate. A high level of meaningful in-class participation is mandatory. Every student is expected to come to class prepared to engage with each other and the lecturer in a thoughtful, relevant, and respectful manner. Attendance and meaningful contributions to in-class discussions and workshops are critical to your experience and your performance in this course. Behavior that is disruptive, disrespectful, or otherwise hinders the ability of other students to participate and learn will not be tolerated.

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

- Authorized University activities
- Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
- Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Please communicate with me early about potential absences. Please be aware that you are bound by the [Honor Code](#) when making a request for a University approved absence.

Guest Instructors

We will frequently have guest instructors in this course. These individuals have expertise in various aspects of complete streets planning. You are expected to afford them at least the same courtesy and attention you would to any other professor. In many cases, these experts are volunteering their time to enhance your experience in this course. Disrespect toward guest lecturers including but not limited to lack of participation, texting, checking email, surfing the web, or engaging in disruptive or distracting behavior will not be tolerated; penalties will be applied to the course participation & facilitation grade.

Group work

Like many planning courses, this course relies heavily on group work. All members in a group will receive the same grade on group deliverables. Group deliverables will be accompanied by mandatory, confidential individual peer evaluations. These peer evaluations will be used to inform, but not determine, participation grades.

Expectations of group members include, but are not limited to:

- identify, divide, and assign tasks in an equitable manner
- complete assigned tasks on time and to the best of their ability
- alert the rest of the group in a timely manner if a task is delayed or not likely to meet the group's expectations
- be respectful of the perspectives, experience, and contributions of other group members
- treat all group members with dignity and respect

You will be assigned to a group by the end of February. In general, group assignment is final. Only in rare instances such as unresolvable scheduling conflicts among group members might a student be moved to a different group.

Required non-classroom activities

There are several required non-classroom activities in this course. These activities include visits to field sites during class time and out-of-class field-based assignments. If participation in these activities pose an unreasonable hardship for you, come speak with me in private **before** the date of the activity to discuss alternative activities. Students will be offered appropriate accommodations if registered with UNC's Accessibility Resource Service. Please work with ARS to ensure that I am notified in a timely manner:

<https://ars.unc.edu/about-ars/contact-us>.

Course schedule

Week	Date	Time	Topic
1	1/13	4:00-5:10	Course overview
		4:40-5:10	How we use streets
		5:20-6:30	What are streets?; Hierarchies of roadways
2	1/27	4:00-5:10	Complete streets as safe systems (<i>Seth Lajeunesse—HSRC</i>)
		5:20-6:30	Competing needs: complete, safe, equitable streets for different people
3	2/3	4:00-6:30	Evaluating supply and demand (<i>Laura Sandt—HSRC</i>)
4	2/10	4:00-6:30	Accommodating pedestrians and bicyclists
5	2/17	4:00-5:10	Mismatches between facility design and use (field activity)
		5:20-6:30	Integrating public transit into street design (<i>Erik Landfried—Go Durham</i>)
6	2/24	4:00-6:30	Best practices for multimodal design (<i>Mary Elbech—Mobycon</i>)
7	3/2	4:00-5:10	Infrastructure selection exercise
		5:20-6:30	Challenges in completing the street; Intro to field site (<i>Tim Jezisek—Grubb Properties</i>)
8	3/16	4:00-6:30	Field trip (<i>Tim Jezisek—Grubb Properties</i>)
9	3/23	4:00-5:10	Roadway engineering (<i>Wesley Kumfer—HSRC</i>)
		5:20-6:30	TIA, LOS, and drivers of roadway expansion; Anatomy of the roadway
10	3/30	4:00-5:10	Implementing Complete Streets—Chapel Hill’s Mobility & Connectivity Plan (<i>TBD</i>)
		5:20-6:30	In-class group work
11	4/6	4:00-6:30	Mock plan review speed sessions
12	4/13	4:00-5:10	Planning for emerging modes (<i>John Cock, Alta Planning & Design</i>)
		5:20-6:30	Arguments against completing the street (<i>Lindsay Oluyede</i>)
13	4/20	4:00-6:30	A6: Final presentations

Schedule of deliverables

Date	Deliverable	Points available
Jan 24	A1: Lab report (individual)	5
Feb 14	A2: Policy brief (individual)	15
Feb 28	A3: Supply and demand analysis (group)	10
Mar 20	A4: Existing conditions analysis & critique (group)	10
Apr 3	A5: Draft recommendations (small group)	10
Apr 20	A6: In-class presentations (small group)	15
Apr 24	A7: Final recommendations (small group)	20
Ongoing	Participation & facilitation (individual)	15
Total		100

All deliverables due by 5pm via Sakai on their assigned due date unless otherwise notified.

Assignment descriptions will be posted on and announced via Sakai. Please read these descriptions carefully. If you do not understand what is expected of you with respect to any of the course’s assignments, please ask for clarification as soon as possible.

Readings

In-class lectures, seminars, and workshops are complemented by an array of assigned readings, podcasts, and videos. Students are expected to come to each class session prepared to discuss these materials. A list of

required materials is posted on Sakai. All required materials are available either through Sakai or via UNC libraries. Unless denoted otherwise, assume all posted materials are required in full.

I will periodically post additional resources to Sakai (under the 'resources' folder). These resources are not required, but you will likely find them helpful to you as you complete your assignments.

Final Assessment

In lieu of a final exam, students will work in groups to complete a final project comprising an in-class presentation and final written report. The final project should provide design recommendations and supportive policy language for retrofitting an assigned section of the case study area according to complete streets principles. The final presentation and report are worth a combined 35% of the final course grade.

Grading Schedule

A	93 – 100	H	95 - 100
A-	90 – 92.99	P	75 – 94.99
B+	87 – 89.99	L	65 – 74.99
B	83 – 86.99	F	< 65
B-	80 – 82.99		
C+	77 – 79.99		
C	73 – 76.99		
C-	70 – 72.99		
D+	65 – 69.99		
D	60 – 64.99		
F	< 60		