

**PLAN 590**  
**Complete, Safe, Equitable Streets**  
**Spring 2019**

**Time:** Tuesday/Thursday 9:30-10:45  
**Instructor:** Tabitha Combs, PhD  
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**Room:** *New West 219*  
**Office Hours:** Tuesday 11:00-12:30  
**Office:** *New East 213* (access via Reading Room)

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**Office Hour:** Thursday 1:00-2:00  
**Office:** *New East 404*

### 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 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 and participation

This course is built in part around in-class discussion and debate. A high level of 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.

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 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. 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>.

### Lab

There is one required laboratory exercise in this course. The lab includes a self-directed walking tour of a section of the UNC campus.

### Field site

One of the major assignments in this course is to develop recommendations for retrofitting a portion of the transportation network in Chapel Hill. Completing this assignment, which involves several interim deliverables, requires students to visit the site periodically during the course of the semester. During the spring 2019 semester, the field site is located at the Glen Lennox development near the intersection of Raleigh Rd. and Fordham Blvd. The site is served by multiple Chapel Hill Transit bus lines.

### Field trip

There is one required field trip in this course. The field trip will involve a walking tour of the Glen Lennox development, and will take place on either a Friday or Saturday afternoon in February. The field trip will take place in lieu of one regularly-scheduled lecture session.

While the time and date of the field trip ultimately will be determined by weather and by the schedule of developer of Glen Lennox, I will make every effort to ensure conflicts with students' schedules are minimized. The field trip is a required component of the course; however, if participating in the field trip

poses an unreasonable scheduling hardship for you, please speak to me in private to discuss alternative activities as soon as possible.

### Safe Systems Summit

Students are required to attend at least one session at the Safe Systems Summit, hosted by the Collaborative Sciences Center for Road Safety. The summit will take place in Durham, NC on April 23 and 24. Class is cancelled on April 23 in order to facilitate summit attendance.

Information about summit registration and transportation options will be available at a later date.

### Course Schedule

Lec #	Date	Topic	Type
<u>Introduction</u>			
1	Jan 10	Course overview; Hierarchies of roadways	Lecture
2	Jan 15	How we use streets (no class; complete lab assignment)	Lab
3	Jan 17	Debrief lab; Who uses streets?	Seminar
4	Jan 22	Complete streets as safe systems (Seth LaJeunesse, HSRC)	Lecture
5	Jan 24	Complete, safe, equitable streets for different people	Lecture
<u>People and modes</u>			
6	Jan 29	Evaluating streets & intersections	Lecture
7	Jan 31	Pedestrians	Lecture
8	Feb 5	Bicyclists	Lecture
9	Feb 7	Public transit (Erik Landfried, GoTriangle)	Lecture
<u>Principles of street design</u>			
10	Feb 12	Design of on-street facilities (Mary Elbech, Mobycon)	Lecture
11	Feb 14	Design of near-street facilities (Mary Elbech, Mobycon);	Lecture
12	Feb 19	Integrating modes and sharing space (Mary Elbech, Mobycon)	Lecture
13	Feb 21	Sharing the street with urban freight (Jack Quan, UNC DCRP)	Lecture
<u>Mechanics of street design</u>			
14	Feb 26	Challenges in completing the streets/intro to field site (Tim Jezicek, Grubb Properties)	Lecture
15	Feb 28	No class: field trip (date TBD) in lieu of class	
16	Mar 5	Infrastructure roundtable	Seminar
17	Mar 7	Who owns what? Anatomy of ROW, models of ownership and control -----Spring Break-----	Lecture
18	Mar 19	Roadway engineering (Wes Kumfer, HSRC)	Lecture
19	Mar 21	TIA, LOS, and drivers of roadway expansion	Lecture
<u>Putting it together</u>			
20	Mar 26	InDesign (meet in UL Design Lab; to be confirmed)	Tutorial
21	Mar 28	In-class group work	Work session
22	Apr 2	Pitfalls and other challenges in completing the street	Lecture
23	Apr 4	Chapel Hill Mobility & Connectivity Plan (Corey Liles, Town of Chapel Hill)	Lecture
24	Apr 9	Incomplete streets/arguments against complete streets	Seminar
25	Apr 11	In-class group work	Work session
26	Apr 16	Final presentations	Presentations
27	Apr 18	Final presentations	Presentations
28	Apr 23	Attend Safe Systems Summit	Conference
29	Apr 25	Streets of the Future (Michael Schwartz, Ride Report)	Lecture

Note: this course schedule is subject to change.

### Schedule of deliverables

Date	Deliverable	Points available
Jan 18	Lab report due 5pm via Sakai (individual)	5
Feb 15	Policy brief due 5pm via Sakai (individual)	20
Mar 8	Inventory and design critique due 5pm via Sakai (group)	15
Apr 2	Draft retrofit recommendations <b>due 9am</b> via Sakai (group)	15
Apr 16,18	In-class presentation (group)	15
Apr 26	Final retrofit recommendations due 5pm via Sakai (group)	20
Ongoing	Attendance and participation (individual)	10
Total		100

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.