

PLAN 639: COMPLETE, SAFE, EQUITABLE STREETS

Instructor Name	Dr. Tabitha Combs	Meeting day	Monday/Wednesday
Email	tab@unc.edu	Meeting time	2:30-3:45pm
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Office	New East 213/Teams		
Office Hours	Wednesdays, 10-12pm (by appointment)		

COURSE SYLLABUS**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, experiential projects and fieldwork, 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.

There are **no prerequisites** for this **three-credit** course. Undergraduate and graduate students at any level with an interest in bicycle and pedestrian infrastructure and policy, sustainability, transportation, urban planning, public health, engineering, and/or equity are welcome, regardless of school, department, or academic background.

Learning Objectives

By the end of the course, students will be able to:

- [1] Apply the various theories, contexts, norms, and motivations underlying the concept of ‘complete streets,
- [2] Understand the history and policy context of complete streets planning in the US,
- [3] Recognize the wide range of functions streets perform, and contemporary challenges of balancing competing needs for streets,
- [4] Identify and describe the fundamental principles of inclusive street design, and
- [5] Evaluate existing conditions and develop plans to promote complete, safe, and equitable streets.

For undergraduate students, this course fulfills the **High Impact Experience** general education requirement. Specifically, this means that students in this course will enrich and expand their academic study by engaging in compelling applied experiences that transform their learning.

In this class, we will consider the following questions:

- ▶ How do things I’ve learned in the classroom apply to outside settings?
- ▶ How can experiences and observations raise or answer questions in academic settings?
- ▶ How can I meaningfully reflect to help navigate complexities and ambiguities I encounter?

Learning Outcomes

- [1] Explain the connections between academic studies and outside-the-classroom experiences and observations.
- [2] Apply knowledge in complex or ambiguous situations.
- [3] Develop questions from experiences and observations to deepen and extend academic inquiry.

Course 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 several chapters from 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.

Class Format

Spring 2022 Course Delivery: As long as it is possible to do so safely, we will be meeting in person this semester. I understand the ongoing COVID-19 pandemic may require changes to this plan and will be monitoring the situation closely. If I need to change the format of the course temporarily, I will announce this via course Sakai site.

In this class we will have:

- ▶ **Lecture.** To organize material from the readings and related sources in a systematic fashion and to supplement it with additional background and examples. Attending lecture is not a substitute for carefully reading the assigned literature.
- ▶ **Guest Speakers.** We will frequently have guest instructors in this course. These individuals have practical 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.
- ▶ **Discussion.** 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.
- ▶ **Field Activities.** The major project in this course involves a substantial amount of field work, in which you will, among other tasks, evaluate the conditions for walking, bicycling, and other travel modes at the University Place mall in Chapel Hill. The field site is served by Chapel Hill Transit and has ample parking available. If you are unable to access the field site safely please let me know as soon as possible and we will explore accommodations and/or alternative activities.

Assignments and Grading

Course grades are calculated based on performance on seven written assignments (75 points), an in-class presentation, (10 points) and class participation (15 points). A schedule of deliverables and point distribution is detailed below. It is also available on Sakai.

Assignment descriptions will be posted on 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. All deliverables are due at 5pm unless otherwise noted.

Deliverable name	Date assigned	Date due	Type	Points
Walking Lab (due 2pm)	1/10/2022	1/19/2022	Individual	5
Policy Brief	1/19/2022	2/4/2022	Individual	10
Public Engagement Strategy	2/2/2022	2/18/2022	Individual	10
Supply and Demand Analysis	2/18/2022	3/4/2022	Group	10
Existing Conditions Analysis	3/4/2022	3/25/2022	Group	10
Draft Recommendations	3/25/2022	4/8/2022	Group	10
Final Report + Slide Deck (due 2pm)	4/8/2022	4/27/2022	Group	20
In-Class Presentation (due in class)	4/8/2022	4/27/2022	Group	10
Participation & Facilitation	1/10/2022	4/27/2022	Individual	15
Total				100

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. 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 the instructor via email *before 2pm* on the day the assignment is due.

Final grades will be calculated as follows:

Undergraduate Students										
A	A-	B+	B	B-	C+	C	C-	D+	D	F
93 – 100	90 – 92.99	87 – 89.99	83 – 86.99	80 – 82.99	77 – 79.99	73 – 76.99	70 – 72.99	65 – 69.99	60 – 64.99	< 60

Graduate Students			
H	P	L	F
95-100	75-94.99	64-74.99	<65

COURSE POLICIES

Group work

Urban Planning is a collaborative field. 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 beginning 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.

Guest Instructors

Guest instructors are essential to this course. You are expected to afford our guest instructors 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 instructors, 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 your overall course grade.

Approved Absences

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences as defined by the university at attendance.unc.edu:

- ▶ 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 us early about potential absences. Students are bound by the Honor Code when making a request for a University Approved Absence. If you will need an approved absence for this course, you must submit the request through the University Approved Absence Office by using [this request form](#).

Honor Code

The Honor Code of the University of North Carolina at Chapel Hill 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.”

I will report any honor code violation to the [Office of Student Conduct](#).

For this course:

- ▶ You are permitted and encouraged to seek advice and suggestions from other class members on the written assignments, unless specifically instructed otherwise. This may include exchanging drafts for feedback and/or proofreading.
- ▶ In all written and presented work, you must cite or otherwise fully attribute all ideas, data, and other information that are not your own. This includes information presented in tables, graphs, appendices, etc.

Cellphones and laptops

Please turn off or silence your cellphones before entering class. The use of laptops and tablets is permitted for note-taking and course-related work only. Other uses of electronic devices in class are not permitted. Violations of this policy will be reflected in your course grade.

Safety at Carolina

I care about your safety and recognize that you cannot fully commit to this course if you do not feel safe.

If you are impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking, I encourage you to seek resources on campus or in the community.

Please contact the following campus resources to discuss your specific needs:

- ▶ Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu)
- ▶ Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu)
- ▶ Counseling and Psychological Services (caps@unc.edu; confidential)
- ▶ Gender Violence Services Coordinators (gvsc@unc.edu; confidential)
- ▶ Additional resources are available at safe.unc.edu

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students and my goal is to create a **safe space for everyone in this class**. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. **Please let me know if there is anything I can do to improve, I appreciate suggestions.**

Accessibility

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services for students with disabilities, chronic medical conditions, temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office.

If you need accommodations, please contact ARS as early in the semester as possible.

- ▶ Visit accessibility.unc.edu
- ▶ Call 919-962-8300
- ▶ Email accessibility@unc.edu

Public Health and Community Standards

This spring semester, while we are in the midst of a pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times during class. This includes when we are in our classroom and when we are together in the field. You may remove your mask while conducting field work outdoors only if you are able to maintain at least 6' distance from your classmates and instructors while your mask is off. This requirement is to protect our entire community and our loved ones 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 carolinatogether.unc.edu/community-standards/

Resources

Our purpose as professors is to help you to excel in this learning environment. Should you need further assistance beyond the help of the professor, please consult the following on-campus resources:

- ▶ **The Writing Center** provides one-on-one assistance to students. To make an appointment, browse the Writing Center's online resources, or submit a draft online. They have additional useful information, such as handouts on how to cite online. writingcenter.unc.edu
- ▶ **The Learning Center** offers individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. learningcenter.unc.edu
- ▶ **Campus Health** provides ambulatory primary medical care, mental health services and wellness programs along with selected specialty services. campushealth.unc.edu

COURSE SCHEDULE

The class schedule for this course is posted below and is also available on Sakai. While we will try to stick as closely to this schedule as possible, please be aware that topics and formats are subject to change due to COVID19 conditions, weather, speaker availability, and/or other factors. I will announce changes to topics, format, or location on Sakai as soon as possible.

#	Date	Day	Topic	Format	Location
Module 1: Introduction to Complete, Safe, Equitable Streets					
1	10-Jan-22	M	Course overview	Lecture	Zoom
2	12-Jan-22	W	History and philosophy of streets	Lecture	Zoom
3	19-Jan-22	W	How we use streets	Lecture & discussion	Zoom
Module 2: Why complete streets?					
4	24-Jan-22	M	Making the case for complete streets	Lecture & discussion	TBD
5	26-Jan-22	W	Incomplete streets	In-class activity	TBD
6	31-Jan-22	M	Complete streets as safe systems	Lecture	TBD
Module 3: What does "complete" mean?					
7	2-Feb-22	W	Complete streets for different people	Lecture & discussion	TBD
8	7-Feb-22	M	Identifying conflicts	Independent field activity	Field site (exact location TBA)
9	9-Feb-22	W	Introduction to field site	Case study site visit	Field site
10	14-Feb-22	M	Complete for whom?	Lecture & discussion	Gardner 0007
Module 4: Getting to "complete"					
11	16-Feb-22	W	Evaluating supply and demand	Lecture	Gardner 0007
12	21-Feb-22	M	Auditing streets and intersections	Lecture	Gardner 0007
13	23-Feb-22	W	Best practices for multimodal design	Lecture	Zoom
14	28-Feb-22	M	Pedestrians and bicyclists I	Lecture	Gardner 0007
15	2-Mar-22	W	Pedestrians and bicyclists II	Lecture	Gardner 0007
Module 5: Synergies and challenges to complete streets					
16	7-Mar-22	M	Integrating streets with transit	Lecture & discussion	TBD
17	9-Mar-22	W	Midterm exercise: infrastructure selection	In-class activity	Gardner 0007
18	21-Mar-22	M	Regulations and practices governing street design	Lecture	Gardner 0007
19	23-Mar-22	W	Drivers of roadway expansion	Lecture	TBD
20	28-Mar-22	M	Implementing Complete Streets: Chapel Hill	Lecture	Gardner 0007
21	30-Mar-22	W	Practical barriers to multimodal street design	Lecture	TBD
Module 6: Special Topics					
22	4-Apr-22	M	Field work	Independent field activity	Field site
23	6-Apr-22	W	Will technology save us?	Lecture	TBD
24	11-Apr-22	M	Mock plan review	In-class activity	TBD
25	13-Apr-22	W	Community-based street design	Lecture	TBD
26	18-Apr-22	M	COVID19 streets	Lecture	Gardner 0007
27	20-Apr-22	W	The future of complete streets	Lecture & discussion	Gardner 0007
28	25-Apr-22	M	Final presentations	Student presentations	Gardner 0007
29	27-Apr-22	W	Final reports & slide decks due	Deliverable submission	--