UNC | COLLEGE OF ARTS AND SCIENCES
City and Regional Planning

PLAN 639

PLAN 639: COMPLETE, SAFE, EQUITABLE STREETS

Instructor Name	Dr. Tabitha Combs	**Meeting day**	Tuesday/Thursday
Email	tab@unc.edu	**Meeting time**	2:00-3:15pm
Office	New East 213	**Location**	Phillips 247
Office Hours	Wednesdays, 10-12pm (*by appointment only*)		

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

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.
- **Expert guest instructors**. We will frequently have expert 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 instructor. These experts are volunteering their time to enhance your experience in this course. Disrespect toward expert 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 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.

COURSE SCHEDULE

The class schedule for this course is posted below. 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 Canvas as soon as possible. For the most up-to-date schedule, use the notion.so link on Canvas

#	Date	Topic	Format
Module 1: Introduction to Complete, Safe, Equitable Streets			
1	11-Jan	Introduction and course overview	Lecture
2	16-Jan	History and philosophy of streets	Lecture
3	18-Jan	How we use streets	Lecture & discussion
Module 2: Why complete streets?			
4	23-Jan	Anatomy of a street/Making the case for complete streets	Lecture & discussion
5	25-Jan	Complete streets for different people I	In-class activity
6	30-Jan	Complete streets for different people II	Lecture & discussion
Module 3: What does "complete" mean?			
7	1-Feb	Identifying conflicts	Independent field activity
8	6-Feb	Complete streets as Safe Systems	Lecture
9	8-Feb	Identifying conflicts debrief/Complete for whom?	Lecture & discussion
Module 4: Getting to "complete"			
10	15-Feb	Evaluating supply and demand	Lecture
11	20-Feb	Introduction to field site I	Field trip
12	22-Feb	Introduction to field site II	Lecture
13	27-Feb	Who walks, who bikes?	Lecture
14	27-Feb	Best practices for multimodal design	Lecture
15	5-Mar	Existing conditions analysis	Field work
16	7-Mar	Mid-term review	In-class activity
17	19-Mar	Pedestrians and Bicyclists I	Lecture
18	21-Mar	Pedestrians and Bicyclists II	Lecture
Module 5: Synergies and challenges to complete streets			
19	26-Mar	Attend Safe Mobility Conference	Conference (no class)
20	2-Apr	Will technology save our streets?	Lecture
21	4-Apr	Drivers of roadway expansion	Lecture
22	9-Apr	TBD	
23	11-Apr	Field work	Field work
Module 6: Special Topics			
23	16-Apr	Mock plan review speed session	In-class activity
24	18-Apr	Community-based street design	Lecture
25	23-Apr	COVID's impacts on street design/Planning for kids	Lecture
26	25-Apr	The future of complete streets	Lecture & discussion
27	30-Apr	Final presentations	Student presentations

COURSE POLICIES AND EXPECTATIONS

Class preparation

Reading/listening/viewing materials are posted on Sakai and will be made available at least two weeks before the relevant class session. You are expected to come to each class session prepared to discuss the assigned material for each session.

Participation and facilitation

This course is built in part around in-class discussion and debate. A high level of meaningful in-class attendance and participation in lectures, discussions, field trips, and other course activities is expected. Come to class prepared to engage with each other and your instructors in a thoughtful, relevant, and respectful manner. Behavior that is disruptive, disrespectful, or otherwise hinders the ability of other students to participate and learn will not be tolerated.

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.

Expert Guest Instructors

Expect guest instructors are essential to this course. You are expected to afford our expert guest instructors at least the same courtesy and attention you would to any other instructor. These experts are volunteering their time to enhance your experience in this course. Disrespect toward expert 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.

Assignments and Grading

Course grades are calculated based on performance on seven written assignments (75 points), an in-class mid-term review exercise (5 points), an in-class presentation (5 points), and in-class participation and facilitation (15 points). A schedule of performance assessments and point distribution is detailed below.
Briefs for all performance assessments will be posted on Sakai. Please read these briefs carefully. If you do not understand what is expected of you with respect to any of the course's assessments, please ask for clarification as soon as possible.

Assessment name	Date assigned	Date due	Type	Points
A1: Walking Lab	11-Jan	18-Jan	Individual	5
A2: Policy Brief	19-Jan	2-Feb	Individual	10
A3: Public Engagement Strategy	2-Feb	16-Feb	Individual	10
A4: Supply and Demand Analysis	16-Feb	1-Mar	Group	10
Mid-term Review		7-Mar	Individual	5
A5: Existing Conditions Analysis	1-Mar	8-Mar	Group	10
A6: Draft Recommendations	8-Mar	12-Apr	Group	10
A7: Final Report + Slide Deck	12-Apr	30-Apr	Group	20
In-Class Presentation		30-Apr	Group	5
Participation & Facilitation		on-going	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

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. Please visit the UNC Writing Center website for information about citations and how to avoid plagiarizing: https://writingcenter.unc.edu/tips-and-tools/plagiarism/.

Each assignment should include the following Honor Pledge on all graded work:
"On my honor, I have neither given nor received unauthorized aid on this examination/assignment."

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 Participation and Facilitation grade. If you must have your phone on during class because of an extraordinary circumstance (ill relatives, you are expecting a baby, etc.), please let us know beforehand.

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 with respect to creating a safe and inclusive learning environment.

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

Students are welcome to wear face coverings in class and in all course-related activities. If you are feeling unwell, please use your judgment as to whether you feel you should miss class. I will work with you as appropriate if you are unable to come to class due to illness.

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

Use of Artificial intelligence, including generative AI

Generative AI may be useful; however, it has the following limitations:

- How output is arrived at is not clear as the internal processes used to produce a particular output within the generative AI cannot be determined.
- The output is based on existing data (often scraped from online sources) and may reflect biases that should be acknowledged; it may also be inaccurate or entirely fabricated, even if it appears reliable or factual.
- AI evokes a range of intellectual property concerns; sourcing and ownership of information is unclear, and the status of AI output raises numerous questions—e.g., is output equivalent to a published resource? What citational responsibilities are in place for various AI interactions?

The following sections provide the philosophy and specific guidelines for using these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications). **Unless I provide other guidelines for an assignment or exam, you must follow these guidelines. Not following these guidelines will result in a zero on the assignment or exam and may be a reportable violation to the UNC Honor Court.**

Usage Philosophy

Use of generative AI in your coursework is based on the following principles:

1. **AI should help you think.** Not think for you.
   Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.

2. **Engage with AI Responsibly and Ethically:** Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.
3. **You are 100% responsible for your final product.**
   You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.
4. **The use of AI must be open and documented.**
   The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.
5. **These guidelines are in effect unless I give you specific guidelines for an assignment or exam.** It is your responsibility to ensure you are following the correct guidelines.
6. **Data that are confidential or personal should not be entered into generative AI tools.**
   Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

Assignments

- Writing and Presentation: In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- Multimedia Assignments: In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include the generation of images, audio, music, video, etc. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- Mathematical and Statistical Analysis, Data Analysis, Data Interpretation, Coding of Data, generalizing data to a problem set or any other forms of quantification of language or concepts, etc.: Generative AI can be used for these purposes; however, the output must be verified via your own mathematical calculations and proof of work provided in your assignment.
- Readings and Discussions: Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.
- Research: If you use AI to support your research, you must account for and document your use. Possibilities include topic brainstorming, search assistance, source evaluation, and summaries and source documentation. Track your use of AI throughout these stages, and then document this assistance as you submit the project. Any material generated through AI in your projects should also be documented in your citations.
- Simulations: In principle, you may use AI tools for advice or brainstorming. It should not, however, be used to find cheats or other unfair advantages. If a report is part of the assignment, your documentation of how you used AI in completing the simulation must make the process transparent.
- Group Work: Group work guidelines are based on the type of assignment above (e.g., a group written assignment will use the guidelines for written assignments).
- In-Class Activities: Instructions on the appropriate use of AI for in-class activities will be provided by me.

- Written & Oral Exams: Unless I explicitly grant permission, the utilization of AI tools is prohibited and could potentially constitute a reportable violation to the UNC Honor Court. If the use of AI tools is explicitly permitted, you are required to adhere to the guidelines concerning AI citation, verification, and clarity as outlined below.

Sourcing Use of AI

- Accuracy: Generative AI may invent both facts and sources for those facts. Verification is your responsibility, whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, and the logic, and document what you did to validate your material.
- Attribution: All ideas that are not originally your own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation with respect to attribution:
    1. If a source is identified, find and attribute the original source of the idea, identify the location of the text within the source, and provide a working link to the location (if the source is available online). If you are not able to locate the source, delete that content.
    2. Document the process by explaining how you used generative AI in a work statement that will accompany your submission of major projects in the class. As you submit a project, develop, and include an appropriate version of the below statements:
        - "I attest that this project did not use AI at any stage in its development or in the creation of any of its components."
        - "I attest that this project made use of AI in the following ways:"
          You must then use the following form to document your usage:

Usage	**Tool Used (e.g., ChatGPT-4)**	**How you edited the output, if at all**	**Conversation Link (If available)**
Topic selection			
Brainstorming and idea generation			
Research			
Source valuation			
Outlining/planning			
Drafting			
Media creation			
Peer review			
Revising			
Polishing			
Other			

*Note that such attribution is not a valid source for facts, only for the output itself.