**PLAN 590 – International Transportation Planning**

**Department of City and Regional Planning • University of North Carolina at Chapel Hill • Fall 2022**

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| **TTH 12:30-1:45 pm**  New East 301  Dr. Allie Thomas  alainna@ad.unc.edu  **Office Hours**  Email me for an appointment. |

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
* Submit your weekly responses on time and comment on others’ responses in class.
* 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

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| **Assignment** | **Description** | **% of grade** |
| In-class case study and role play | Preparation/Participation. One page reflection. | 15% |
| Exam | Midterm. Take home, open note. | 15% |
| Case Study and Presentation | Case Study Outline  Case Study Final (Individual)  Presentation (15%): end of semester | 40% |
| Presentation | You will be assigned the topic. It will be an emerging issue within transportation planning. You only have to present. | 15% |
| Participation | Lead discussion. Engage in discussions. | 20% |

## Grading Scale for Graduates: 93 or above High Pass; 92-80 Pass; 79 or below Low Pass

***Undergraduate grading scale***

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| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| 94-100 | 90-93.99 | 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

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|  | Intro to Course  Review last year’s syllabus (this), discuss topics to cover this semester.  August 24: Discuss concept of best practice; watch and discuss video. |
|  | Bus Rapid Transit as a lens to international transportation planning (South America)  Thursday  Paget-Seekins, L. (2015, 2015/10/01/). Bus rapid transit as a neoliberal contradiction.  *Journal of Transport Geography, 48*, 115-120. <https://doi.org/https://doi.org/10.1016/j.jtrangeo.2015.08.015>  Zhang X, Liu Z, Wang H. Lessons of Bus Rapid Transit from Nine Cities in China. *Transportation Research Record*. 2013;2394(1):45-54. doi:[10.3141/2394-06](https://doi.org/10.3141/2394-06) |
|  | **International Organizations and their role in transportation planning** (World Bank, Consulting firms, etc.) How countries learn from each other.  Tuesday  Diego Silva Ardila (2020) Global policies for moving cities: the role of think tanks in the proliferation of Bus Rapid Transit systems in Latin America and worldwide, Policy and Society, 39:1, 70-90, DOI: [10.1080/14494035.2019.1699636](https://doi.org/10.1080/14494035.2019.1699636)  Montero, S. (2017). Study tours and inter-city policy learning: Mobilizing Bogotá’s transportation policies in Guadalajara. *Environment and Planning A: Economy and Space*, *49*(2), 332–350. <https://doi.org/10.1177/0308518X16669353> Thursday The Human Scale video – in class |
|  | **Formality/Informality**  Tuesday  **Gender and transportation planning** Thursday Wekerle, Gender Planning in Public Transit- Institutionalizing Feminist Policies, Changing Discourse, and Practices.  Kash, Gwen. 2019. “Always on the Defensive: The Effects of Transit Sexual Assault on Travel  27 Behavior and Experience in Colombia and Bolivia.” Journal of Transport & Health 13 (June):28 234–46. <https://doi.org/10.1016/j.jth.2019.04.004>.  **Case study proposal due [½ page -1 page] before class./email to me** |
|  | **Paratransit/informal transportation** Thursday Loor and Evans (2021) Understanding the value and vulnerability of informal infrastructures: Footpaths in Quito. |
|  | **Paratransit/informal transportation**  Tuesday  Plano and Behrens (2021) Integrating para- and scheduled transit: Minibus paratransit operators' perspective on reform in Cape Town.  Thursday  Continue discussion. Watch documentary. How powerful cartels ruined Nairobi’s transport sector.  <https://youtu.be/ow0wVD00_d0> |
|  | **Sustainable transportation planning and policy**  Tuesday  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.  Thursday  Transferring urban sustainability policies  **Case study outline due with references Sept 22**  **Take home exam opened** **Sept 24 noon; closes September 27 11:00 am.** |
|  | Intro to Case study. Background materials.  In-class role playing exercise. |
|  | **Equity & Accessibility**  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. |
|  | **Freight/e-commerce/ports**  Barreiro-Gen, Lozano, Temel, and Carpenter (2021); Kothuis and Slinger (2018) Kothuis, B., & Slinger, J. (Eds.). (2018). *Voices on Sustainable Ports in Africa Stories from Tema Port, Ghana*: Delft University Publishers. (Select readings) |
|  | **\*\*\*\*\*\*\*DRAFT Case Study due\*\*\*\*\*\*\*\*\*** |
|  | **New mobility technologies** |
|  | **Parking and Curb Management**  Tuesday  Parking futures: Curbside management in the era of ‘new mobility’ services  in British and Australian cities Greg Marsden, Iain Dochert, Robyn Dowling  Parking futures: An international review of trends and speculation  Jeffrey Rosenblum, Anne W. Hudson, Eran Ben-Joseph  Thursday  Parking futures: Preparing European cities for the advent of automated Vehicles  Esther Gonzalez-Gonzaleza, Soledad Nogu, Dominic Stead  Parking futures: The relationship between parking space, everyday life and  travel demand in the UK Nicola Spurling |
|  | Presentations (6 presentations, 3 per class w/discussion)  **\*\*\*\*\*\*\*Case Studies returned with feedback\*\*\*\*\*\*\*\*\*** |
|  | Presentations (6 presentations, 3 per class w/discussion) |
|  | **Work Session-no class /Case study Final Reports due. Upload to Sakai.**  **Happy Holidays-no class** |
|  | Review course. Refreshments served. Take Home Final opened at 3pm. |

# Other Academic Business

**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**

Email if you’re absent. If you are absent more than two times without an excuse, then we’ll need to talk about how you’ll make up time.

**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.