

URP6716 (Section 4790)
Transportation Policy and Planning

Class Meets:
Tuesdays (Period 8-10) 3:00 p.m.- 6:00 p.m. in 230 Rinker

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E-learning in Canvas: <http://elearning.ufl.edu/>

Course Overview

This course deals with urban transportation planning and policy. The course is an overview of transportation planning issues largely in a metropolitan context. Because urban transportation is a broad field, the course will be a survey of several topics of importance in urban transportation planning.

In the first part of the course, we will establish a common understanding of policy-making processes, identify critical issues in transportation policy, and review the history of U.S. transportation policy at the federal, state, and local level. We then discuss how transportation planners understand and plan for movement within cities, including the four-step transportation modeling process and activity-based modeling, the use of disaggregate data and geographic information systems in planning and the regional transportation planning process. Finally, we discuss a variety of policy issues related to the transportation system: public transportation, land use impacts of transportation investments, transportation and energy, urban transportation finance, social and environmental justice issues, environmental regulation of transportation and energy and air quality associated with the transportation sector. Case study examples and examples from the United States and other countries will be used throughout the course.

At the completion of this course, students should have a basic understanding of urban transportation planning and policy in its multiple dimensions. Students should also have developed an in-depth knowledge of an area of transportation planning that is the subject of their research paper.

This course is a required course for Urban Planning students in the online program and on-campus students who are pursuing the specialization in Transportation and Land Use. It also meets an elective core requirement in Section B.2 (The Built Environment: Land Use/Growth Management/Design/Transportation/Housing/Real Estate) for students in the on-campus Master of Urban and Regional Planning. It is open to graduate students and advanced undergraduates in related disciplines.

Objectives of the Course

After successful completion of this course, students should be able to:

- 1) Develop a basic understanding of urban transportation planning processes and policy in its multiple dimensions.
- 2) Show a common understanding of transportation policy-making processes.
- 3) Identify and analyze critical issues in transportation policy and planning and the historic development of a metropolitan region.

¹ Office hours are in-person or virtual through the Zoom platform. The link to my personal meeting room: <https://ufl.zoom.us/j/7335356063?pwd=VWYxRlJjcFV2RjZTSjJLVWVJnSE1zZz09>; Meeting ID: 733 535 6063; Passcode: P1E32h; One tap mobile: +1-312-626-6799,,7335356063# US (Chicago)

² TA office hours sign-up link: <https://calendly.com/ziyiguo/office-hours-with-urp6716-ta-ziyi>. Please signup before meeting.

- 4) Review the history of US transportation policy at the federal, state, and local level and consider the elements that might be applicable in other country contexts.
- 5) Discuss how transportation planners understand and plan for movement within cities, including the regional transportation planning process, four-step transportation modeling process, activity-based models, and the use of geographic information systems (GIS) and a variety of disaggregated data in transportation planning.
- 6) Discuss a variety of policy issues related to the transportation system: public transportation, land use impacts of transportation investments, transportation and energy, the geography of urban transportation finance, social and environmental justice in transportation, and transportation and the environment.
- 7) Apply concepts of transportation policy and planning to a specific transportation planning policy context.

Structure of the Course

This course will include a wide range of topics that we will discuss through a variety of methods. Each new topic is introduced with a lecture, special readings, and, as appropriate, presentations by guest lecturers. The course consists of four elements: reading assignments, lectures and class discussion, an in-class presentation, and written assignments. Because so many topics are being presented in this course, I will attempt to respond to areas of special interest to members of the class. This will be possible through the written assignments and the presentations.

In conjunction with the University of Florida's emphasis on technology in teaching, E-learning in Canvas will be used in this class. Students should already be familiar with word processing, and Internet-browsing software. E-learning in Canvas (<http://elearning.ufl.edu>) may be new to some of you but it is relatively simple to use. If you do not know how to use E-learning in Canvas or have trouble accessing materials or submitting assignments, contact the UF Computing Help Desk directly (<https://elearning.ufl.edu/student-help-faqs/>) or (352) 392-4357.

To further engage both online and on-campus students, we share eLearning sections with all students in this course. In this setting, online and on-campus students can get full involvement in the learning environment by participating in the class discussion and responding to comments and questions raised by their peers. In the meantime, for those who get COVID-19 and must isolate off-campus during this time, the online environment offers a backup plan where students continue to participate virtually in the course.

Teaching Philosophy

Transportation is a part of our daily lives. We often take for granted that the decisions we make about transportation apply across all populations. The framework for transportation planning has developed over several decades. Recent changes in cities – the emergence of the shared economy and e-commerce, the changes in employment to include the gig economy, and changes in location decisions – all affect the transportation sector in a variety of ways. More recently, the emergence of COVID-19 virus has disrupted our way of life in many ways. That disruption has had both direct and indirect impacts on the transportation. Throughout this course, I will challenge you to go beyond the changes in your own lives to consider how these short-term and long-term changes are affecting how we travel in communities, how certain subsets of the population travel, and ultimately how our transportation system operates.

The assignments of this course and all courses that I teach have been designed to allow students to practice the kinds of skills they will use as planning professionals. The exercises have been designed to develop the following skills that will be important in professional practice: (1) critical thinking; (2) presentation (verbal) communication; (3) evaluation and critique; (4) argumentation; and (5) written communication skills. Consistent with the expectations of professional conduct in this course, all written assignments, except minor in-class exercises, must be typed. No hand-written assignments will be accepted.

Students will be asked to exercise their critical thinking skills throughout the course. In the summary of the readings and in the class discussion, they will read and analyze the perspective of the various authors, understand the assumptions being made by the authors, summarize and present the argument to the class, and contrast the readings with other course materials. In the writing assignments, students will be asked to consider the diverse perspectives on transportation and develop their own perspective. All students will develop their presentation skills through the presentation of their research paper and the debate. In the weekly class discussions, students will be required to respond to questions from the instructor and other members of the class. Each student will be required to evaluate the arguments of the authors of the required readings. In the research paper and in the comments of the readings, students will be required to develop a basic argument and present it in a manner that is easily understood (thus developing good written communication skills). These skills are important because, in professional practice,

transportation professionals need to write in a manner that clearly states the goals of the writing, develops the argument persuasively and is written in a manner that is easily understood.

Course Readings

The following book, which can be purchased at the University Bookstore and online, is the required text for the course:

Giuliano, G. & Hanson, S. 2017. *The Geography of Urban Transportation Fourth Edition*. New York: The Guilford Press.

Additional required readings, available online, are listed in the syllabus. Supplemental readings may be added to the course as needed and will generally be added to the University of Florida Library Reserve Readings.

Additional Readings

The field of transportation planning is well-documented on sources on the internet. Here is a partial list of organizations that can provide a national perspective on certain aspects of transportation planning. This list is only partial but can be helpful in identifying best practices, and diverse perspectives transportation topics.

- [Bureau of Transportation Statistics](#) was organized within the US Department of Transportation in the early 1990s to centralize the development, organization and dissemination of transportation information and statistics. The website links to a wide range of official federal and state transportation documents and data.
- [Transportation Research Board](#) is one of six major divisions of the National Research Council— a private, nonprofit institution that is the principal operating agency of the National Academies in providing services to the government, the public, and the scientific and engineering communities. The mission of the TRB is “to promote innovation and progress in transportation through research.” “In an objective and interdisciplinary setting, TRB “facilitates the sharing of information on transportation practice and policy by researchers and practitioners; stimulates research and offers research management services that promote technical excellence; provide expert advice on transportation policy and programs; and disseminates research results and encourages their implementation.”
- [Bloomberg CityLab](#), which was recently purchased from the Atlantic, had an ongoing series on the [Future of Transportation](#) that was published in 2014. CityLab “informs and inspires the people who are creating the cities of the future – and those who want to live there.” They routinely have an entire section on transportation topics. Bloomberg also has a separate section on [Hyperdrive](#), which includes features on the future of transportation.
- [Reason Foundation](#) advances a free society by developing, applying, and promoting libertarian principles, including individual liberty, free markets, and the rule of law in a variety of policy areas, including transportation.
- [Eno Center for Transportation](#) is a neutral, non-partisan think-tank that promotes policy innovation and provides professional development opportunities across the career span of transportation professionals.
- [The Urban Institute](#) “gathers data, conducts research, evaluates programs, offers technical assistance overseas, and educates Americans on social and economic issues — to foster sound public policy and effective government.” Their Metropolitan Housing and Communities Policy Center addresses housing and place. “With an emphasis on place – from cities and suburbs to tribal lands – [they] investigate the factors that shape the quality of life in American Communities”. Their cross-center initiative on Inequality and Mobility addresses access to opportunities for communities of color, immigrants, and women.
- [Brookings Institution](#) - is a nonprofit public policy organization based in Washington, DC who is “devoted to independent, in-depth research that leads to pragmatic and innovative ideas on how to solve problems facing society”. They have a Cities and Region program in [Infrastructure](#).
- [Smart Growth America](#) is an organization comprised of national, state and local partners that advocate for Innovative State Transportation Policy that “s to improve safety, enhance economic opportunity, improve reliability, preserve system assets, accelerate project delivery, and help to create healthier, more livable neighborhoods.”
- [Center for Transit-Oriented Development \(CTOD\)](#) is a national organization providing innovative practices, policy reform, research, analysis, and investment tools to support the implementation of transit-oriented development.
- [Transportation for America \(T4\)](#) “is an advocacy organization made up of local, regional and state leaders who envision a transportation system that safely, affordably and conveniently connects people of all means and ability to jobs, services, and opportunity through multiple modes of travel.”
- [Association of Metropolitan Planning Organizations](#) (AMPO) - is a “nonprofit, membership organization established in 1994 to serve the needs and interests of ‘metropolitan planning organizations (MPOs)’ nationwide. Federal highway and transit statutes require, as a condition for spending federal highway or transit funds in

urbanized areas, the designation of MPOs, which have responsibility for planning, programming and coordination of federal highway and transit investments.”

- [American Public Transportation Association \(APTA\)](#) is an organization that has represented public transportation organizations since 1882. Their “membership is engaged in every aspect of the industry – from planning, designing, financing, constructing and operating transit systems to the research, development, manufacturing and maintenance of vehicles, equipment and transit-related products and services. Additionally, academic institutions, transportation network companies, transit associations and state departments of transportation are APTA members.”
- [Streetfilms](#) is a non-profit that “produces short films showing how smart transportation design and policy can result in better places to live work and play”.
- [Pedestrian and Bicycle Information Center](#) (PBIC) is funded by the Federal Highway Administration (FHWA) and the National Highway Traffic Safety Administration (NHTSA) to provide information on bicycling and walking. Since 1999, the PBIC's “mission has been to improve the quality of life in communities through the increase of safe walking and bicycling as a viable means of transportation and physical activity.”
- [League of American Bicyclists](#) “represents bicyclists in the movement to create safer roads, stronger communities, and a bicycle-friendly America. Through information, advocacy, and promotion, [they] work to celebrate the freedom cycling brings....”
- [Association of Pedestrian and Bicycle Professionals \(APBP\)](#) “is a community of practitioners working to create more walkable, bikeable places. [They] foster peer knowledge sharing, advance technical expertise, and support the professional development of our members.”

Student Responsibilities and Grading

Grades will be based upon five components: a policy/planning research paper, a metropolitan transportation profile, policy debates, class attendance and participation, and attendance at a transportation meeting, and weighted as follows:

Assignment and due date	Points
Planning/Policy Research Paper	
Paper Topic Paragraph – September 25 at 11:55 p.m.	10
Outline of Paper – October 23 at 11:55 p.m.	40
Abstract – December 12 at noon	50
Paper – December 12 at noon	400
Presentation on Research Paper – December 5 at 11:55 p.m. (presentation in class on December 6)	80
Policy Debates (1 debate @ 200 points) – as assigned; paper due on Monday evening at 11:55 p.m.	200
Class Attendance and Participation – ongoing	
Transportation-Related Data – September 5 at 11:55 p.m.	10
Travel Diary – October 3 at 11:59 a.m.	10
Pedestrian Data Counts – November 14 at 11:55 p.m.	20
Class Attendance and Participation	150
Transportation Meeting – December 13 at noon	30
TOTAL POINTS	1000

Assignments

All assignments should be submitted to E-learning in Canvas by 11:55 p.m. on the due date unless otherwise specified. Like all professional work, all written assignments (except minor in-class assignments) must be type-written. Students at the graduate level should be prepared to write a critical argument rather than simply describe relationships. If you have any questions about what is expected at the graduate level, please talk to the instructor.

Policy Debates: Students will be required to participate in a policy debate on current transportation issues. The format for the debate is a two-minute opening argument for the pro-side and a two-minute opening argument for the con-side followed by a few minutes of questions from class members. Students may also take an additional minute to provide an overview prior to the start of the debate. During the class prior to the debate, students will be asked to volunteer to take part in the debate. Upon reading the required reading(s) associated with the class (and other authoritative sources available on the web), each participant in the debate will prepare a two-to-four page, double-spaced position paper outlining the arguments **both for and against** the question of the debate. During the class, be

prepared to present your position and arguments supporting or rebutting that position and respond to questions and comments. The grade will be based equally on your written and oral arguments. Your research paper cannot be on the same topic as your debate paper unless you complete your debate early in the semester. Since the merger of online and on-campus students on eLearning, on-campus students will have access to policy debates uploaded by online students after class. On-campus students are encouraged to comment on or join in online students' discussion posts.

Transportation Meeting: During the semester, each student will be required to attend one meeting (or at least two hours of a longer meeting) of a transportation policy making body in the region where you live, have lived, would like to live, or are otherwise interested in, and summarize what happened during the meeting. Due to COVID-19, some of these meetings offer a hybrid option (e.g., Zoom, GoToWebinar). Sometimes these meetings are canceled if the agenda is too short or if the committee does not have a quorum. As such, please be sure to plan to attend these meetings in advance and as early as possible in the semester. With this assignment, please submit a link to the meeting agenda (if available), or to the meeting minutes, a one- to two-page summary of what you observed, heard or learned, and any other comments on what happened in the meeting. While you could listen to a recording of the meeting, I would prefer that you attend the meeting in person or participate in the meeting at the time it takes place so that you could truly participate, as appropriate. If attendance at a transportation meeting is a part of your work, I would prefer that you attend a meeting of another organization in your region.

These policy making bodies could include: a metropolitan organization (MPO), a regional planning organization (RPO), the Citizens Advisory Committee (CAC) to the MPO, the Technical Advisory Committee (TAC) to the MPO, a Community Traffic Safety Team (CTST), Bicycle/Pedestrian Advisory Board (B/PAB), an advisory board that works with a regional transit system, airport or other modal transportation organizations, and other meetings as approved by the instructor (for example, you may be able to use a discussion by the County or County Commission on transportation issues associated with a project, a meeting on the transportation element of a local government comprehensive plan to meet this requirement). Generally, you can find meeting agendas and other related information on the agency website.

Your instructor will not accept excuses at the end of the semester that you were not able to attend any of these meetings because you could not find one that fits your schedule. If you absolutely can't attend any of these meetings, let the instructor know by the end of the second module, so we can make other arrangements. Failure to turn in a summary of one of these meetings by the end of the course will result in zero (0) for this assignment.

Class Attendance and Participation. An important requirement for this course is class attendance and participation. Attendance is mandatory on time. **Please arrive to class on time and stay until the end of the class. Tardiness or an early departure will count as a partial absence.** Late arrivals and departures distract your colleagues and your instructor. If you expect to miss a class, please notify the instructor via e-mail (in Canvas) in advance of class time. Excessive absences may justify a lower grade, expulsion, or a failing grade. Requirements for class attendance and make-up assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students will be expected to be prepared for class and participate in the class discussion. The following rules apply to the discussion in class:

- Be critical of ideas, not people
- Listen to everyone's ideas even if you don't agree
- Try to understand all sides of an issue
- Talk through issues, don't try to change other's minds
- Stay focused; stick to the subject
- Avoid overly long stories, anecdotes, or examples
- Don't dominate the conversation; let all participate
- Remember there are no right answers; most policies involve tradeoffs.

In summary, good participation requires careful listening, responding, asking questions, and making comments to others in the class. Each student should complete the readings prior to class and be prepared to clarify understanding in the class discussion or contribute to thoughtful discussion of issues. If you have problems with the readings, you

should see the instructor during office hours so that we can discuss this. If you are not comfortable talking in class, try to talk to the instructor during office hours.

In recent years, I have used a flipped classroom. To facilitate a flipped classroom, I will need to trust that all students have completed all of the reading and are prepared to discuss the material for that week. To assist the instructor in preparing for each class, students will be required to submit questions, comments or reflections that will assist the instructor in preparing for the class. COVID has changed many of our patterns of daily activity and with it our travel patterns. Additionally, the textbook is now five years old and in some cases the materials are dated. As such, this is an opportunity to draw attention to materials (e.g., websites, podcasts) that address the topic for discussion in a specific week. Please submit the questions by noon on Monday for the discussion on Tuesday. Students will be allowed to take a break in the preparation of these questions during two weeks of the semester, excluding the first and last classes where students are making presentations. The instructor may call upon students to clarify their comments and questions. The submission of these questions will be essential to learning in an online environment.

Distractions are a part of our daily activities and they often result from electronic technology (e.g., laptops, tablets, cellphones). The challenge is to ensure that they take a proper role in teaching and learning. Because this course is designed to maximize participation, students should plan to minimize the interference of technology during class. Students will turn off and put away cellphone and other handheld, tablet and other devices that are not a direct part of the educational experience. If you are expecting an urgent call, please let your instructor know so that you do not disturb the class when the call comes in. Any student who misuses technology may receive a lower or failing grade or be kicked out of the class. To facilitate learning, the instructor has learned about a variety of methods to more actively engage students. Nonetheless, we are all learning how to actively engage each other as we go along. If you have any ideas that would improve your learning experience, please do not hesitate to discuss it with the instructor.

Research Paper: Every student is required to complete a term paper on a transportation topic of his or her choice. The preparation of this paper will be a useful exercise in preparing for your thesis, research project, dissertation, and your professional work. Students will be required to define and investigate a topic of their choice in depth. Each student should plan to meet with the instructor before October 26 to discuss his/her paper topic. If you have a particularly complicated topic, or project, and would like to write a paper with another member of the class, please let the instructor know so we can discuss this option. Papers are expected to be 18-25 double-spaced pages long (with margins no greater than 1 inch on each side and no larger than a 12 point font size), with citations of at least 8 different sources (not including Wikipedia or other websites used to define concepts).

A one-paragraph topic statement describing your research is due Sunday, September 25. In the topic statement, state your research question and the data that you expect to use to explore that research question. A paper outline including a restatement of your research topic, an outline of your paper, and a properly formatted list of at least 5 references is due Sunday, October 23. You may submit a draft paper for preliminary review no later than Sunday, November 6 (no grade will be issued). The final paper is due Monday, December 12 at noon. PLEASE NOTE: You must submit an electronic copy of the final paper via Canvas AND, if possible, a hard copy in the departmental office. During the last two class meetings, you will give a short presentation (no more than 15 minutes, or less depending upon the number of students in the course) about your paper. This presentation should include a description of the topic, the method used and a brief explanation of the principal finding and their implications for practice.

The statement of the proposed research topic and the outline should include a clear statement of the research to be conducted, the importance of the research (it should answer the question, "so what?"), and the method you expect to use to gather the information (and/or the data source you expect to use). You may want to interview policy makers regarding the topic of your paper, you may manipulate data that is available through public sources, you may observe and count transportation activity, or you may choose to use a combination of these and other methods. Unless you choose to do a critical literature review, you will be required to do some original research. Summarizing someone else's books or journal article does not constitute graduate or advanced undergraduate work. If you choose to conduct interviews or surveys or other research that involves human subjects, you will be required to obtain permission to do so from the University of Florida Institutional Review Board (IRB-02). See <http://irb.ufl.edu/irb02/> for additional information on their requirements. If you collect information from public officials, you are likely to receive an exemption, but you will still need to fill out the paperwork for IRB approval.

The paper, like all good research, should contain the following sections: (1) abstract or executive summary; (2) introduction – a summary of the topic and a brief introduction to the project; (3) background and literature review – explains the framework for understanding the research question; (4) methodology – explain the methodology used to gather your data for your project; (5) results/finding – explains what you learned when you conducted your research; (6) discussion – interprets the results in light of previous research (included in your literature review) on this topic (it may also include recommendations, if you have any); and (7) conclusion – summarizes the research and explains what the reader should do to respond to your results.

The literature review should categorize the previous research according to the results or arguments made by the authors. The literature review does not need to summarize every applicable article in detail (that would be an annotated bibliography). It should, however, define the terms of the debate on this topic and hint at the direction the paper will take. If you are using a different methodology than is usually used to understand well-documented relationship, be sure to include a discussion of methodologies in your literature review. If the paper is on a topic on which there is little literature but there are several policy studies, these prior studies should be summarized. The literature review should NOT focus on the case study used in your research; that material should be included in your results/findings. If you have a topic that requires an explanation of the existing regulations or other similar (but not your literature review) information, you might include a Background section before or after the literature review. Like the literature review, the background section should NOT include specific information on the case study of your research.

The data used in this paper can come from a variety of sources, including interviews with policy makers, analysis of primary or secondary data, observations of the situation being explored, or, other forms of data that support the argument that you are arguing. If you would like some assistance in the development of your topic or the data collection, please see the instructor or the teaching assistant. The topic of this paper can range from the practical to the theoretical. Local governments and the University often have topics of interest for research. Please see your instructor if you would like to discuss potential paper topics. For students who are struggling to define a topic, we would offer an alternative policy analysis with a defined framework. You may take a transportation planning concept and make recommendations about how that concept would be applied in practice in a selected region. If you are interested in this option, please discuss it with your instructor or your teaching assistant.

Use of Reference Material

In written work, the format of all references should follow the format of used by the *Journal of the American Planning Association* (JAPA) and based upon *Publication Manual of the American Psychological Association, Seventh Edition* (2010) (see also, <http://www.apastyle.org/>), and *The Chicago Manual of Style, Online* (see <http://www.chicagomanualofstyle.org/home.html>). If you use the *Chicago Manual* use the *author-date* system. Citations should appear in the text as follows: (Giuliano & Hanson, 2017) when using an idea from the text; or (Hanson, 2017: 10) when using a specific quote on the indicated page (in this case, page 10³). A good source of information on the APA format can be found on the website of the Writing Center at the University of Wisconsin – Madison: <http://writing.wisc.edu/Handbook/DocAPA.html>, under the “Frequently Asked Questions” about the APA Style at: <http://www.apastyle.org/learn/faqs/index.aspx>. Students from departments other than Urban and Regional Planning may use a commonly accepted format for citations from their own field. Please discuss this option with the instructor before you complete the outline of the paper.

Assistance for Writing Papers

The online resources to assist you in writing are extensive. The Dial Center for Written and Oral Communication (<http://cwoc.ufl.edu/>) and the University Writing Program (<https://writing.ufl.edu>) at the University of Florida can assist you in different aspects of writing. You can use the Writing Center to get one-on-one help on every area of composition from basic grammar and mechanics to topics like essay organization, style, and argument. The Dial Center provides assistance on oral communications through their Public Speaking Lab. Library Support (<http://cms.uflib.ufl.edu/ask>) provides a variety of resources on conducting research through a variety of methods (e.g., chat, text, email, and phone).

³ Also, note that because the course textbook is an edited volume, the author of the chapter (Hanson) is used in the citation rather than the editors of the book (Giuliano and Hanson). See https://writing.wiscweb.wisc.edu/wp-content/uploads/sites/535/2018/07/UWMadisonWritingCenter_APADocumentation_2009_rev_27oct2017.pdf

Many other universities offer online handbooks on writing. The following are particularly useful: the University of North Carolina at Chapel Hill (<http://writingcenter.unc.edu/handouts/>), the University of Wisconsin (<https://writing.wisc.edu/handbook/>), and Purdue University (<http://owl.english.purdue.edu/>). The following handouts particularly helpful while editing papers; <http://writing.wisc.edu/Handbook/CommonErrors.html> and <https://writing.wisc.edu/handbook/style/>. The online handbooks described above discuss many aspects of writing papers. Students at the graduate level should be prepared to write a critical argument rather than simply describe relationships. If you have any questions about what is expected at the graduate level, please speak to the instructor.

Grading

I expect that all graduate students should be able to accomplish the basic requirements for the course -- a "B" grade, but do not hesitate to mark lower when a student does not meet the expectation of adequately showing understanding of the material. "A" grades require performance beyond the minimum or average -- e.g., quality, depth, synthesis of ideas, originality, or creativity. Meeting deadlines matters, too! Each deadline must be honored, or the grade may be lowered accordingly. The instructor will also be more sympathetic to a request for an extension one week before a deadline than one day before a deadline.

The University of Florida allows instructors to give the following grades: A, A-, B+, B, B-, etc. A grade of "A-" on a specific assignment may indicate that the work is close to an "A" but the "A-" will be averaged with other grades to determine the final grade. An "A-" means that a student almost, but not quite, achieved "A" work. Requirements for class attendance and assignments and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

University of Florida Grade Policy

Percentage or points earned in class	93%-100%	90%-92.9%	87%-89.9%	83%-86.9%	80%-82.9%	77%-79.9%
Letter grade equivalent	A	A-	B+	B	B-	C+
Percentage or points earned in class	73%-76.9%	70%-72.9%	67%-69.9%	63%-66.9%	60%-62.9%	Below 60%
Letter grade equivalent	C	C-	D+	D	D-	F

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail, see the Registrar's Grades and Grading Policies at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Academic Honesty

Students MUST follow the University's policy regarding unauthorized use of materials (i.e., cheating), prohibited collaboration, and the use of copyrighted materials. UF students are bound by the Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required for implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Conduct and Honor Code (<https://sccr.dso.ufl.edu/students/student-conduct-code/>) and the Regulations of the University of Florida (<http://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf>) specify a number of behaviors that are in violation of this code and the possible sanctions. In particular, there are rules governing plagiarism. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you directly quote someone or use an idea from another source, you must attribute that idea or those words to an original author. If you use the same material in two courses without discussing this with your instructor, you may be engaging in self-plagiarism. If you are unclear about what constitutes plagiarism or other forms of academic dishonesty, please make an appointment with the instructor to discuss this. You can also consult the above website and the graduate catalog for further information.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Accommodations for Students with Disabilities

The instructor will respect the needs for accommodations for students with disabilities consistent with the University’s policy on such accommodations. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC; 352-392-8565, <https://disability.ufl.edu/students/get-started/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students requesting an accommodation should follow this procedure as early as possible in the semester. I am happy to provide reasonable accommodations for students who register with the DRC, and ask that students inform the instructor of any request no later than the end of the second week of the course.

Campus Resources

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.

Contacting the Instructor

Please send all communication with the instructor through Canvas by selecting the "Instructor Role" from the address book. Any e-mails received outside of Canvas will not receive a response. Your instructor will attempt to respond to your emails within 24 hours on weekdays and within 72 hours on weekends. If you would like to discuss the course by phone or video conference with the instructor using Zoom Conference, please contact her by email to arrange an appointment and provide contact information.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Evaluations are typically open during the last two to three weeks of the semester, but students will be given specific times when they are open. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

COVID and other Health Considerations

COVID related practices: We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. COVID-19 has presented an ongoing challenge because of the changing federal, state and university requirements. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions. The university recommends – but does not require – people to wear masks on campus and encourages everyone to get vaccinated and stay current with boosters to minimize COVID-related risks. Please monitor the rates of community risk using the [Center for Disease Control and Prevention \(CDC\) county-wide risk](#) and decide about the use of masks to minimize your risk.

Further, the university is monitoring the spread of monkeypox and urges people who have been exposed or who develop a rash to consult the Student Health Care Center or their private physician. For additional detail on campus policies related to COVID or monkeypox, please view the Campus Updates. Please also visit coronavirus.uflhealth.org or the Centers for Disease Control and Prevention website for additional information on both viruses. Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), follow the instructions on [when to isolate/quarantine](#). If you are isolating/quarantining and are healthy enough to participate in class, please notify your instructors in advance of class time so that we can set up a Zoom meeting for you to join the activities. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

Changes

As the course develops, I may make changes in the readings or assignments, and scheduling. If there are topics that you are interested in that you do not feel are adequately covered in the course, let the instructor know. This is your course, and we will make time for the exploration of new ideas, within the limits of time and reason. You should also be willing to invest some of your time into finding materials and leading discussion on those new ideas. If you define a new topic, this presentation will substitute for the required presentation.

Course Outline

MODULE 1: The Context of Urban Transportation (Weeks of August 22 and August 29)

Readings

Giuliano and Hanson, Chapters 1 and 2

Assignment

***During the first week: Go to the BTS website or other transportation related website and search for data on a topic that is of interest to you. Prepare a written explanation of data or a statistic about transportation that you learned about and submit it to Canvas by Monday, September 5. This should be a transportation *statistic* or other *datum* and not simply something new about transportation. During class, each student will briefly describe what s/he learned in these data sources.

Readings for Week of August 22

Giuliano and Hanson, Chapter 1

Lay, J. (2015, July 7) Here to There: An Animated History of Transportation. Retrieved from: <http://www.theatlantic.com/video/index/397865/animated-history-transportation/>

Tomer, A. & Gutman, J. (2016, May 31). The Avenue: Shifting gears to a new transportation model. Retrieved from: <https://www.brookings.edu/2016/05/31/shifting-gears-to-a-new-transportation-model/>

Tomer, A. & Kane, J. (2016, May 31). Moving to Access. Retrieved from: <https://www.brookings.edu/research/moving-to-access/>

Ralph, K. M. (2017). Multimodal millennials? The four traveler types of young people in the United States in 2009. *Journal of Planning Education and Research*, 37(2), 150-163.

National League of Cities Center. (2015). City of the Future: Technology and Mobility. Retrieved from: <https://www.nlc.org/sites/default/files/2016-12/City%20of%20the%20Future%20FINAL%20WEB.pdf>

Recommended Readings:

Federal Highway Administration (FHWA) (n. d.). National Household Travel Survey: 2017 Data Now Available. Retrieved on July 20, 2018 from: <https://nhts.ornl.gov/>

Federal Highway Administration (FHWA) (n.d.) Compendium of Uses. Retrieved from <https://nhts.ornl.gov/compendium>. (This website summarizes results from the 2017 NHTS by date and topic.)

US Department of Transportation (USDOT), Federal Highway Administration. (n.d.) *National Household Travel Survey: Our Nation's Travel*. Retrieved on June 17, 2017 from <http://nhts.ornl.gov/publications.shtml?keyword=brief>. (This search allows you to select a survey year (most are from 2001 and 2009) and a category of publication (e.g., report, journal, conference, or brief).

Griminger, A. (2022, August 11). Here's what you need to know about the inflation reduction act. *Transportation For America*. Retrieved August 18, 2022, from <https://t4america.org/2022/08/11/inflation-reduction-act/>

The United States Government. (n.d.). President Biden's Bipartisan Infrastructure Law. The White House. Retrieved August 18, 2022, from <https://www.whitehouse.gov/bipartisan-infrastructure-law/>

Bipartisan Infrastructure Law. U.S. Department of Transportation. (n.d.). Retrieved August 18, 2022, from <https://www.transportation.gov/bipartisan-infrastructure-law>

Borkowski, P., Jazdzewska-Gutta, M., & Szmelter-Jarosz, A. (2021). Lockdowned: Everyday mobility changes in response to COVID-19. *Journal of Transport Geography*, 90, 102906. <https://doi.org/10.1016/j.jtrangeo.2020.102906>

Readings for the Week of August 29:

Giuliano and Hanson, Chapter 2

Glass, D. (2014 October 2). "A Complete Guide to the Future of U.S. Freight Movement." CityLab.

Retrieved from: <https://www.citylab.com/life/2014/10/a-complete-guide-to-the-future-of-us-freight-movement/381012/>

Singh, S., Kumar, R., Panchal, R. & Tiwari, M. K. (2021). Impact of COVID-19 on logistics systems and disruptions in food supply chain, *International Journal of Production Research*, 59:7, 1993-2008,

<https://doi.org/10.1080/00207543.2020.1792000>

Iacobacci, E., McDonald, N., Edwards, C. H. W., Steiner, R., & Griffith, J. (2022). Stemming the Tide: Approaching Urban Freight in the Era of e-Commerce. *ITE Journal*, (August), 27–32.

<https://ite.ygsclicbook.com/pubs/itejournal/2022/august-2022/live/index.html/#p=27>

MODULE 2: Transportation and Urban Form (Week of September 5)

The Impact of Communications and Information Technologies (Week of September 12)

Readings for Week of September 5:

Giuliano and Hanson, Chapters 3 and 9

TransitCenter (2015). A People's History of Recent Urban Transportation Innovation. Retrieved from:

<http://transitcenter.org/publications/a-peoples-history-of-recent-urban-transportation-innovation/>

Delucchi, M. & Kurani, K. (2015, Spring). Can We have Sustainable Transportation without Making People Drive Less or Give up Suburban Living? *Access* 46, Retrieved from: <http://www.accessmagazine.org/articles/spring-2015/can-we-have-sustainable-transportation-without-making-people-drive-less-or-giving-up-suburban-living/>

<http://www.accessmagazine.org/articles/spring-2015/can-we-have-sustainable-transportation-without-making-people-drive-less-or-giving-up-suburban-living/>

Readings for the Week of September 12:

Giuliano and Hanson, Chapter 4

Machek, E., Lewis, K., Peirce, S., Berthaume, A., Colton, P., and Morton, T. Novel Surface Transportation Modes: Final Report. Prepared for the Federal Highway Administration Office of Corporate Research, Technology, and Innovation Management. Retrieved from: <http://ntl.bts.gov/lib/59000/59100/59146/NovelSurfTranspModes-web.pdf>

Machado, C., de Salles Hue, N., Berssaneti, F., & Quintanilha, J. (2018). An Overview of Shared Mobility. *Sustainability*, 10(12), 4342. <https://doi.org/10.3390/su10124342>

Jaffe, E. (2014, April 28). The First Look at How Google's Self-Driving Car Handles City Streets. In *The Best of Citylab's The Future of Transportation*, pp. 24-40. Retrieved from:

http://cdn.theatlantic.com/assets/media/files/FOT_ebook.pdf

Bloomberg Philanthropies. (2017, March). Taming the Autonomous Vehicle: A Primer for Cities. Retrieved from:

<https://www.bbhub.io/dotorg/sites/2/2017/05/TamingtheAutonomousVehicleSpreadsPDF.pdf>

Recommended Readings:

Shaheen, S., Cohen, A., and Zohdy, I. (2016, April). Shared Mobility: Current Practices and Guiding Principles.

Prepared for the US Department of Transportation Federal Highway Administration. Retrieved from:

<http://www.ops.fhwa.dot.gov/publications/fhwahop16022/fhwahop16022.pdf>

Review:

National League of Cities Center. (2015). City of the Future: Technology and Mobility. Retrieved from:

<https://www.nlc.org/sites/default/files/2016-12/City%20of%20the%20Future%20FINAL%20WEB.pdf>

*** For September 27 class: Keep a journal of all trips taken this week and submit them to Canvas by Monday, September 26 at 11:55 a.m. At a minimum keep track, **in tabular form**, of the following information: origin, destination, time of travel, mode of travel, distance traveled, length of time, and any other information you consider important.

MODULE 3: The Urban Transportation Planning Process/Characteristics of Travel and Techniques for Estimating Travel Demand/Activity-based Models (Week of September 19 and Week of September 26)

Readings for the Week of September 19

Giuliano and Hanson, Chapters 5 and 6

Biemborn, Edward. 1995. *A Transportation Modeling Primer*. Milwaukee, WI: Center for Urban Transportation Studies. <http://www.its.uci.edu/~mmcnally/reports/Primer-Beimborn-Mar09.pdf>

Review:

Transportation Research Board (TRB) (2015). Activity-Based Travel Demand Models: A Primer. Retrieved from: <https://www.nap.edu/download/22357>

Readings for the Week of September 26

Giuliano and Hanson, Chapters 7

Currans, K. (2017). Issues in Trip Generation Methods for Transportation Impact Estimation of Land Use Development A Review and Discussion of the State-of-the-art Approaches. *Journal of Planning Literature* 32, 4: 335-345.

Chang, S., Pierson, E., Koh, P. W., Gerardin, J., Redbird, B., Grusky, D., & Leskovec, J. (2020). Mobility network models of COVID-19 explain inequities and inform reopening. *Nature*, 1-6. <https://doi.org/10.1038/s41586-020-2923-3>

Shamshiripour, A., Rahimi, E., Shabanpour, R., & Mohammadian, A. K. (2020). How is COVID-19 reshaping activity-travel behavior? Evidence from a comprehensive survey in Chicago. *Transportation Research Interdisciplinary Perspectives*, 7, 100216. <https://doi.org/10.1016/j.trip.2020.100216>

Review:

Pihl, E. & Rousseau, G. Introduction to Travel Demand Forecasting. Travel Model Improvement Portal (TMIP). Retrieved from <https://tmip.org/content/introduction-travel-demand-forecasting>

Transportation Research Board. (2010) "Advanced Practices in Travel Forecasting: A Synthesis of Highway Practice. NCHRP Synthesis 406. Washington, DC: Transportation Research Board, page 1-56. Retrieved from: http://onlinepubs.trb.org/onlinepubs/nchrp/nchrp_syn_406.pdf

MODULE 4: Transportation Investments, Subsidy and Finance (Weeks of October 3 and October 10)

Readings for Week of October 3

Giuliano and Hanson, Chapters 8 and 9 (review)

DeLucchi, Mark. (1996, Spring). "Total Cost of Motor-Vehicle Use," Access 8: 7- 13, Available at: <https://www.accessmagazine.org/spring-1996/the-total-cost-of-motor-vehicle-use/>

Anderson, M. L. (2017, Spring) Subways, Strikes, and Slowdowns. Access 51. Retrieved from <http://www.accessmagazine.org/spring-2017/subways-strikes-and-slowdowns/>

Shoup, D., (2016, Spring). Cutting the Costs of Parking Requirements. Access 48. Retrieved from: <http://www.accessmagazine.org/articles/spring-2016/cutting-the-cost-of-parking-requirements/>

Drennan, M. & Brecher, C. (2012, Spring) Can Public Transportation Increase Economic Efficiency? Access 40. Retrieved from: <http://www.accessmagazine.org/spring-2012/can-public-transportation-increase-economic-efficiency/>

Landis, John. 1999. "Middle Age Sprawl: BART and Urban Development," Access 14, pp. 2-15 (see <http://www.accessmagazine.org/wp-content/uploads/sites/7/2016/07/access14-01-BART-and-urban-development.pdf>)

Barro, J. (2019 July 24). Here's why we've failed to figure out why infrastructure costs so much. New York. Retrieved from nymag.com/intelligencer/2019/07/why-we-cant-figure-out-why-infrastructure-is-so-expensive.html

Readings for the Week of October 10

Giuliano and Hanson, Chapters 10

Sorenson, P. (2013, Fall). From Fuel Taxes to Mileage Fees. Access 43. Retrieved from: <http://www.accessmagazine.org/fall-2013/fuel-taxes-mileage-fees/>

Boarnet, M. G. and DiMento, J. F. (2004, Fall) The Private Sector's Role in Highway Finance Lessons from SR91. Access 25: 26-31. Available at :<http://www.accessmagazine.org/fall-2004/private-sectors-role-highway-finance-lessons-sr-91/>

Congressional Research Service. (2018). Transportation Spending Under an Earmark Ban. Retrieved from <https://fas.org/sgp/crs/misc/R41554.pdf>

Levy, A. (2018 January 26). Why it's so expensive to build urban rail in the U.S. *CityLab*. Retrieved from <https://www.citylab.com/transportation/2018/01/why-its-so-expensive-to-build-urban-rail-in-the-us/551408>

Gordon, A. (2020, March 8). Why the U.S. sucks at building public transit. Retrieved from https://www.vice.com/en_us/article/884kvk/why-the-us-sucks-at-building-public-transit

Recommended Readings:

Freemark, Y. (2014, August 13). Why can't the U.S. build a high-speed rail system? In *The Best of Citylab's The Future of Transportation*, pp. 120-124. http://cdn.theatlantic.com/assets/media/files/FOT_ebook.pdf

United States General Accountability Office. (2019). Federal Transit Administration Could Improve Information on Estimating Project Costs. Report GAO 19-562. Retrieved from <https://www.gao.gov/assets/710/700394.pdf>

MODULE 5: Measure for Achieving Multimodal and Intermodal Balance: Planning for All Modes of Travel (Weeks of October 17 and 24)

Readings for the Week of October 17:

Giuliano and Hanson, Chapter 14

Taylor, B. (2017) The Access Almanac: Traffic Congestion is Counter-Intuitive, and Fixable. Access 51. Retrieved from: <http://www.accessmagazine.org/spring-2017/the-access-almanac-traffic-congestion-is-counter-intuitive-and-fixable/>

Marsden, G., Frick, K. T., May, A. D. & Deakin, E. (2010) Transfer of Innovative Policies Between Cities to Promote Sustainability. *Transportation Research Record: Journal of the Transportation Research Board*, No 2163, pp. 89-96.

Leonard, D. (2020, February 4). Can lemon-scented stations and billions of dollars get Americans into trains? Bloomberg Green. Retrieved from <https://www.bloomberg.com/features/2020-brightline-railroad/>

Recommended Reading

Gössling, S. (2020). Integrating e-scooters in urban transportation: Problems, policies, and the prospect of system change. *Transportation Research Part D: Transport and Environment*, 79, 102230. <https://doi.org/10.1016/j.trd.2020.102230>

- Marsden, G., Frick, K. T., May, A. D. & Deakin, E. (2010). How do cities approach policy innovation and policy learning? A study of 30 policies in Northern Europe and North America. *Transport Policy* (2010) <http://dx.doi.org/10.1016/j.tranpol.2010.10.006>
- Badger, E. (2014, March 6). America's Cities Are Still Too Afraid to Make Driving Unappealing. In *The Best of Citylab's The Future of Transportation*, pp. 111-15. Retrieved from: http://cdn.theatlantic.com/assets/media/files/FOT_ebook.pdf
- Basu, R., & Ferreira, J. (2021). Sustainable mobility in auto-dominated Metro Boston: Challenges and opportunities post-COVID-19. *Transport Policy*, 103, 197-210. <https://doi.org/10.1016/j.tranpol.2021.01.006>
- Williams, K. (2018). Model Access Management Policies and Regulations for Florida Cities and Counties, 2nd Ed. Center for Urban Transportation Research, University of South Florida. Retrieved from <https://www.cutr.usf.edu/wp-content/uploads/2018/01/Model-Regulations-Final-Report.pdf>
- Grabar, H. (2014, June 17). The Triumphant Return of Private U.S. Passenger Rail. In *The Best of Citylab's The Future of Transportation*, pp. 68-77. Retrieved from: http://cdn.theatlantic.com/assets/media/files/FOT_ebook.pdf
- Lazo, L. (2022, July 7). The battle that will determine the future of American Passenger Rail. *The Washington Post*. Retrieved August 18, 2022, from <https://www.washingtonpost.com/transportation/2022/07/06/amtrak-expansion-freight-rails/>
- Readings for the Week of October 24:**
- National Association of City Transportation Officials (NACTO). (2012) *Urban Streets Design Guide*. Retrieved from: <https://nacto.org/publication/urban-street-design-guide/> Federal Highway Administration. (2020). Proven Safety Countermeasures. Retrieved from <https://safety.fhwa.dot.gov/provencountermeasures/>
- Federal Highway Administration. (2016). *Achieving Multimodal Networks: Applying Design Flexibility and Reducing Conflicts*. Retrieved from https://www.fhwa.dot.gov/environment/bicycle_pedestrian/publications/multimodal_networks/
- Kronenberg, C. Woodward, L., DuBose, B. & Weissman, D. (2019). Achieving Vision Zero: Data-Driven Investment Strategy to Eliminate Pedestrian Fatalities on a Citywide Level. *Transportation Research Record: Journal of the Transportation Research Board*, 2519, 146-156.
- National Cooperative Highway Research Program. (2020). NCHRP Report 926: Guidance to Improve Pedestrian and Bicyclist Safety at Intersections. Retrieved from <http://www.trb.org/Main/Blurbs/180624.aspx>
- King, D. (2016, October 6) What Do We Know About the "First Mile/Last Mile" Problem for Transit? *Transportist* [Web log] Retrieved from: <https://transportist.org/2016/10/06/what-do-we-know-about-the-first-milelast-mile-problem-for-transit/>.
- Stewart, J. (2016, December 16) 7 "Last Mile" Solutions That Don't Look Unacceptably Stupid. *Wired*. Retrieved from: <https://www.wired.com/2016/12/7-last-mile-solutions-dont-look-unacceptably-stupid/>.
- Grabar, H. (2019, October 30). The hyperloop and the self-driving car aren't the future of transportation. *Slate*. Retrieved from <https://slate.com/technology/2019/10/future-of-transportation-bus-bike-elevator.html>
- Shokouhyar, S., Shokoohyar, S., Sobhani, A., & Gorizi, A. J. (2021). Shared mobility in post-COVID era: New challenges and opportunities. *Sustainable Cities and Society*, 67, 102714. <https://doi.org/10.1016/j.scs.2021.102714>
- Recommended Readings:**
- Transportation Research Board (TRB). (2012). National Cooperative Highway Research Program (NCHRP) Synthesis 436: Local Policies and Practices that Support Safe Pedestrian Environments, Washington, DC: Transportation Research Board. Available at: http://onlinepubs.trb.org/onlinepubs/nchrp/nchrp_syn_436.pdf

Vock, D. (2017 September). "Buses, Yes Buses, Are 'the Hottest Trend in Transit.'" *Governing*. Available at: <http://www.governing.com/topics/transportation-infrastructure/gov-big-city-bus-systems.html>

MODULE 6: Achieving Multimodal and Intermodal Balance: Planning for All Populations (Weeks of October 31 and November 7)

Readings for Week of October 31:

Giuliano and Hanson, Chapter 13

Litman, T., & Brenman, M. (2012). A New Social Equity Agenda for Sustainable Transportation. Victoria Transport Policy Institute, Retrieved from: <http://www.vtpi.org/equityagenda.pdf>

Bonaccorsi, G., Pierri, F., Cinelli, M., Flori, A., Galeazzi, A., Porcelli, F., ... & Pammolli, F. (2020). Economic and social consequences of human mobility restrictions under COVID-19. *Proceedings of the National Academy of Sciences*, 117(27), 15530-15535. <https://doi.org/10.1073/pnas.2007658117>

Taylor, B. & Schweitzer, L. (2017) Just Road Pricing. Access 50, Special Issue: Transportation Finance. Retrieved from: <http://www.accessmagazine.org/wp-content/uploads/sites/7/2016/01/access36-justpricing.pdf>

Craven, J. (2017 January 23). "Even Breathing Is A Risk In One Of Orlando's Poorest Neighborhoods." *Huffington Post*. Retrieved from: https://www.huffingtonpost.com/entry/florida-poor-black-neighborhood-air-pollution_us_5a663a67e4b0e5630072746e?i8

City of Atlanta Department of City Planning. (2017) The Atlanta City Design: Aspiring to the Beloved Community. Retrieved from: <https://www.atlcitydesign.com/city-design>

Recommended Reading

Farber, N., Shinkle, D., Lynott, J., Fox-Grage, W., & Harrell, R. (2011). Aging in place: A state survey of livability policies and practices, Retrieved from: <http://assets.aarp.org/rgcenter/ppi/liv-com/aging-in-place-2011-full.pdf>

Atlanta Beltline, Inc. (2016). Atlanta Beltline: Overview. Retrieved from: <https://beltline.org/the-project/> (familiarize yourself with this project).

Green, Josh. (2022, January 6). Atlanta beltline launches gentrification-O-meter to track changes. *Urbanize Atlanta*. Retrieved August 18, 2022, from <https://atlanta.urbanize.city/post/atlanta-beltline-launches-gentrification-o-meter-track-changes>

Readings for Week of November 7:

Giuliano and Hanson, Chapter 8 (review)

National Association of City Transportation Officials (NACTO). (2017). Designing for All Ages and Abilities. Retrieved from <https://nacto.org/publication/urban-bikeway-design-guide/designing-ages-abilities-new/>

Bliss, L. (2019, November 2). What happens when a city tries to end traffic deaths? *CityLab*. Retrieved from <https://www.citylab.com/transportation/2019/11/vision-zero-data-traffic-deaths-pedestrians-cyclist-safety/601831/>

Federal Highway Administration. (2016). Strategic Agenda for Pedestrian and Bicycle Transportation. Retrieved from https://www.fhwa.dot.gov/environment/bicycle_pedestrian/publications/strategic_agenda/

Gabbe, C. J. & Pierce, G. (2017, Spring) The Hidden Costs of Bundled Parking. Access 51. Retrieved from: <http://www.accessmagazine.org/wp-content/uploads/sites/7/2017/05/Gabbe-and-Pierce-Access-Spring-2017.pdf>

Blumenberg, E. & Pierce, G. (2016, Spring) A Driving Factor in Moving to Opportunity. Access 48. Retrieved from: http://www.accessmagazine.org/wp-content/uploads/sites/7/2016/05/access48-webprint_adrivingfactor.pdf

Pollack, S., Bluestone, B., and Billingham, C. (2010, October). Maintaining Diversity in America's Transit-Rich Neighborhoods: Tools for Equitable Change. Retrieved from <https://www.bostonfed.org/-/media/Documents/commdev/necd/2010/issue1/diversity-transit-rich-neighborhoods.pdf>

MODULE 7: Environmental Impacts of the Transportation System – Overview and Regulations (Weeks of November 14 and November 21)

Readings for the Week of November 14

Giuliano and Hanson, Chapter 11

United States Department of Agriculture. (2011, July) "Towards Understanding the Ecological Impact of Transportation Corridors." Available at: http://www.fs.fed.us/pnw/pubs/pnw_qtr846.pdf

Transportation Research Board. 2002. *NCHRP Synthesis 305. Interaction between Roadways and Wildlife Ecology: A Synthesis of Highway Practice* Washington, DC: Transportation Research Board. Retrieved January 7, 2008 at: http://onlinepubs.trb.org/onlinepubs/nchrp/nchrp_syn_305.pdf

Meyer, M., Flood, M., Keller, J., Lennon, J., McVoy, G., Dorney, C., Leonard, K., Hyman, R. & Smith, J. (2014). *Strategic Issues Facing Transportation, Volume 2: Climate Change, Extreme Weather Events, and the Highway System: Practitioner's Guide and Research Report* (No. Project 20-83 (5)). Retrieved from: http://onlinepubs.trb.org/onlinepubs/nchrp/nchrp_rpt_750v2.pdf (read Part 1: *Practitioner's Guide*)

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Florida Department of Transportation. (n. d.) "Efficient Transportation Decisionmaking System. Retrieved from: <https://www.fdot.gov/environment/etdm.shtm> (browse website).

MODULE 8: Environmental Impacts of the Transportation System – Energy and Air Quality (Week of November 28)

Readings for Week of November 28:

Giuliano and Hanson, Chapter 12

Mashayekh, Y., Jaramillo, P., Samaras, C., Hendrickson, C.T., Blackhurst, M. MacLean, H. L., & Matthews, H. S. (2012) Potentials for Sustainable Transportation in Cities to Alleviate Climate Change Impacts, *Environ Sci Technol.* 46, 2529-2537. Available at: <http://pubs.acs.org/doi/pdfplus/10.1021/es203353q>

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Small, Kenneth A. and Kurt Van Dender. 2008. "If Cars Were More Efficient, Would We Use Less Fuel?" Access 31: 8-13. Retrieved from: <http://www.accessmagazine.org/wp-content/uploads/sites/7/2016/04/Access-31-03-Cars-More-Efficient.pdf>

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Winer, a., Zhu, Y. and Paulson, S. (2014, Spring). Carmageddon or Carmaheaven? Air Quality Results of a Freeway Closure. Retrieved from: <http://www.accessmagazine.org/spring-2014/carmageddon-carmaheaven-air-quality-results-freeway-closure/>

Recommended Reading

Center for Climate and Energy Solutions. (2011, January) Reducing Greenhouse Gas from U.S. Transportation. Prepared for the Pew Center on Global Climate Change. Available at: http://web.mit.edu/globalchange/www/PewCtr_MIT_Rpt_Schafer.pdf

McCollum, D., Krey, V., Kolp, P. et al. Transport electrification: A key element for energy system transformation and climate stabilization. *Climatic Change* 123, 651–664 (2014). <https://doi.org/10.1007/s10584-013-0969-z>

Ku, A., Kammen, D. M., & Castellanos, S. (2021). A quantitative, equitable framework for urban transportation electrification: Oakland, California as a mobility model of climate justice. *Sustainable Cities and Society*, 74, 103179. <https://doi.org/10.1016/j.scs.2021.103179>

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Boriboonsomsin, K., Wu, G., & Barth, M. (2016, Spring). Going the Extra Mile: Intelligent Energy Management of Plug-In Hybrid Electric Vehicles. *Access* 48. Retrieved from: <http://www.accessmagazine.org/articles/spring-2016/going-the-extra-mile-intelligent-energy-management-of-plug-in-hybrid-electric-vehicles/>

Roberts, T. and Chretien, L. (2017, May 26) It'll take more than a hybrid: Transportation is moving towards electrification, just in time. Brookings Institution. Retrieved from: <https://www.brookings.edu/blog/planetpolicy/2017/05/26/itll-take-more-than-a-hybrid-transportation-is-moving-towards-electrification-just-in-time/>

END OF SEMESTER (Week of December 5) Student Presentations during class

***Papers due in E-learning by noon on Monday, December 12