URPL 6555: Transportation, Land Use, and the Environment
Department of Urban and Regional Planning
College of Architecture and Planning
University of Colorado Denver

Professor
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                    (sign up at https://www.wejoinin.com/sheets/ojvxb) If you absolutely cannot meet
                    during these regular times, email me and we will set up an alternative meeting
                    time.

Course Logistics
Name: (URPL 6555) Transportation, Land Use, and the Environment
Website: https://ucdenver.instructure.com/courses/396587
Term: Spring 2019
Class Meeting Days: Wednesday
Class Meeting Hours: 2:00PM - 4:45PM
Class Location: CU BLDG 320C
Lab Location: CU BLDG 320C (or announced in class).

COURSE OVERVIEW

1. Welcome!
Do you drive a vehicle or do you take transit? Maybe you rely on transit during inclement
weather but otherwise you bicycle/walk to most destinations. What are your travel choices when
you have to pick up groceries? This course is primarily designed to shine a light on choices
individuals like us make for everyday travel. This is a survey of the transportation planning field
and will give you the foundation to understand what the various modes of transportation do for
society—both in terms of benefits and costs.

2. University Course Catalog Description
Students will learn how transportation shapes regions, how people decide where to live and how
to travel, and how these dynamics are central to sustainable development. Topics include smart
growth, climate change mitigation, livability, air quality, travel behavior, active transportation,
and transit-oriented development. Cross-listed with GEOG 4630.

3. Course Structure
The instructor will lecture during the first half of the class session on most days (2.00 P.M. to 3.15 P.M.). We will have a short 10-minute break. During the second half (3.25 P.M. to 4.45 P.M.), we will have a series of activities, namely, seminar discussions; student-led activities based on that week's topic; a skills-building lab; or review of term projects to encourage development. The purpose of the activity portion is to give you an incentive to revisit the concepts covered in the lectures, and to talk about concerns and ideas related to the week's topic.

This survey class has equal amounts of reading and assignment loads. You are expected to budget, on average, about 6 hours every week for this workload. Please note that some students will finish the required readings and assignments quicker than others.

4. Course Goals and Learning Objectives
Goals: The course is a survey of the wide field of transportation planning. Students will be trained in thinking about transportation in relation to land use and environmental considerations. The course provides an opportunity for students to investigate real-world transportation planning/policy issues that are of interest to them. From a practitioner's perspective, the class is designed to teach students how to be planners who are required to make evidence-based claims and defend them before an expert and non-expert audience.

Learning Objectives: At the end of this course students will be able to:
- Lead a policy/planning event bringing both the main content and talking points to the table
- Understand the purpose and structure of travel survey datasets
- Analyze datasets to extract insights using spreadsheet-based tools
- Write a technical transportation policy memo
- Examine a complex, open-ended issue within a fixed deadline (through term projects)
- Justify evidence-based positions on transportation issues as would practicing planners

5. Course Prerequisites
Interest: Students interested in the field of urban transportation would be conscious of the various choices individuals and firms make in order to reach destinations for work, education, recreation, and health care (among other places). Perhaps you follow social and other media stories related to transportation and have an understanding of terms such as congestion and emissions factors.
Spreadsheet analysis: Students are expected to have at least some familiarity with spreadsheet analysis.

6. Course Credits
3 Units

7. Required Texts and Materials
There is a **required textbook** for this class. Genevieve Giuliano and Susan Hanson (Editors). *The Geography of Urban Transportation*. The Guilford Press, 4th Edition, 2017. Electronic copies of the text book are available at

https://ebookcentral.proquest.com/lib/cudenver/detail.action?docID=4832774. You will need to sign in with your CU access id to read from this online resource.

A note on reading: Students are expected to be able to read around 40 (plus or minus 10) pages per week and synthesize the material to enable fruitful class engagement. Reading *actively* increases your understanding of the material and your critical thinking on a topic. The instructor will demonstrate how to read *actively*. More generally, the best way to achieve a deeper understanding of the course material is not via lectures but via your own reading of material. You are expected to synthesize from across the course readings, present relevant information and cite key authors when working on your term project. This can only be achieved if you have a firm grasp of the material through reading.

8. Additional Reading
Please see full weekly reading list from page 10 onward in this syllabus. The instructor has a list of journal papers as additional reading. One journal paper per week may be randomly assigned to students for presentation and discussion during class.

9. Course Schedule

See table on page 4.
Notes for table on page 4:
1) Chapter numbers are for required text book: Genevieve Giuliano and Susan Hanson (Editors). *The Geography of Urban Transportation*. The Guilford Press, 4th Edition, 2017 available to you at
   https://ebookcentral.proquest.com/lib/cudenver/detail.action?docID=4832774
2) All weekly topics have additional readings (journal papers). However, for these particular weeks, students should be aware that your class participation will be especially important.
3) All student-led class activities to be run by teams of two students.
4) All assignments and instructions will be released at the start of class or earlier. All deliverables are due at the start of class (unless otherwise noted in instructions). Submissions are to be made via the course website.
5) Term projects to be worked on by students in teams of two.
6) On the last day of class, each team will present their term project findings which will be developed through multiple consultations with instructor. Each presentation will be around 18 minutes. Please note that we may have external reviewers for this session on May 15th.

Week	Date	Chapter[1]	Topic	Lecture	Seminar[2]	Activity[3]	Notes	Assign-ments[4]
1	23-Jan	1	Introducing urban transportation	✓			Syllabus discussion	
2	30-Jan	14	Looking to the future	✓	✓			
3	6-Feb	3	Transportation and urban form	✓		1		
4	13-Feb	9	Land use impacts of transportation investments (+ livability, smart growth, transit-oriented development, and value capture)	✓		2		
5	20-Feb	5	Theories and models in transportation planning	✓			Spreadsheet laboratory (bring a laptop)	#1 released
6	27-Feb	7	Land use, travel behavior, and disaggregate travel data	✓	✓			
7	6-Mar	13	Social equity and urban transportation	✓		3		
8	13-Mar		Transportation for those with limited voice		✓	4		#1 due
9	20-Mar		Safety and security in transportation (+ active transportation)		✓		Term Project[5] Discussion 1 (~10min/team)	
10	27-Mar		Spring Break (No Class)					
11	3-Apr	6	Regional transportation planning	✓		5		#2 released
12	10-Apr	10	The geography of urban transportation finance	✓		6		#2 due
13	17-Apr	2	The geography of urban freight	✓			Term Project Discussion 2 (~10min/team)	
14	24-Apr	11	Transportation and environmental impacts and policy (+ air quality and climate change mitigation)	✓		7		
15	1-May	12	Transportation and energy	✓			Term Project Discussion 3 (~10min/team)	
16	8-May	4	Impacts of information and communication technology	✓		8		
17	15-May		Term Project Presentations[6]					

EVALUATION

10. Assignments and Deliverables

There are no exams for this course. Your grade will be a function of the quality of the class activity that you lead, two assignments, the term project, and class participation/attendance.

Student-led Class Activities: During eight sessions, there will be an opportunity for students to engage with the weekly topic in a non-lecture format. The students will work in teams of two on designing the weekly activity. A few logistics about the activity (adapted from Dr. Caroyln McAndrews, URPL 6555, Spring 2017):
• Please design the activity to focus on specific learning outcomes (this is critical).
• You need to pro-actively show how the activity is linked to the week's readings.
• Carefully design the activity for 80 minutes. You will need to split specific events into time slots adding to a total 80 minutes.
• Write a brief memo describing your plan and submit to the instructor at least one week before you are leading the activity. He may have some suggestions to improve the activities.
• Make the activity fun, visual, kinesthetic, and stimulating.
• Design the exercise so that everyone participates, and use techniques of facilitation to be sure that everyone does.

Assignments: This class has two assignments: #1 Travel diary data analysis and #2 Policy memo. All assignments have to be submitted on Canvas. Assignments will be posted on the class website as shown in section 9 (see table); please note release and due dates. All deliverables are due at the start of class (unless otherwise noted in the instructions). For all deliverables in this course detailed instructions including grading rubrics will be provided. Plagiarism will not be tolerated.

Term Project (adapted from Dr. Amy Kim, CIVE 612, Fall 2013, Univ. of Alberta): Students are required to look at a set of stories in Denver over the last calendar year. This will require some online research of news articles (you can visit the librarian if you find it hard to get information). You are expected to look for the transportation focus of the policy issue you pick, if the primary focus is different. Some sample issues are: suburbanization and transportation investments, transit expansion/transit gaps, various kinds of transit investments, bicycle infrastructure planning, parking, speeding, pedestrian and bicyclist safety, access for the older adults or women, and personal mobility devices (e-bicycles, e-scooters, etc.). Students must choose a major planning/policy topic within their area/s of interest. You are advised to define your topic and scope narrowly, since this will result in focused thinking about issues and a good term project.

You are expected to answer a combination of the following questions when you present on May 15th.
- What is the issue you have investigated?
- What analytic methods, models, and data have been used to study the problem (by you and/or by others)?
- Who is involved in this issue? What are their positions and how do they differ from one another? How did each group react to the methods used to study the problem by other groups?
- What alternatives are being/were considered?
- What role (and to what degree) did the analytic methods play in the development and evaluation of alternative policies? How did the political economy influence the outcome? If final decisions have not been made, explain why not and report on the current state of progress.
- What have you learned about the planning process and how it shapes policy?

Four stages in the evolution of your term project:
1. <u>Ideation Stage (Jan 23 to Mar 20)</u>: Before the first term project discussion session students should convene teams of two individuals and figure out an area of interest common to both members. The idea is for the members to convince the other about the excitement of their term project proposal/s. <u>Each team should *at least have one meeting* with the instructor prior to March 20th</u> to enable maturing and evolving the central question for your term project. One team member can represent the term project during in-person meetings with the instructor (if both cannot make it to office hours). On March 13th teams should be locked into their term project topics with a working title and a fully formulated research/policy question.
2. <u>Basic Analysis Stage (Mar 20 to Apr 17)</u>: Teams are expected to figure out most of the analysis for their projects during this time. Analysis can include a literature and/or policy and/or best practices review; data analysis; design work; and other formats in consultation with instructor. Note that this is the "meat" of your term project presentation.
3. <u>Final Analysis / Early Slide Stage (Apr 17 to May 1)</u>: Students are expected to have an almost fully formed set of slides ready by May 1. If there are analytical pieces missing, students should work to fill in the gaps. Please note that the product should be about 80% done at this stage but may change somewhat based on discussion with instructor.
4. <u>Final Slide Stage (May 1 to May 15)</u>: You should be fine tuning the presentation for the final day.

Class Participation: In order to encourage you to share your thoughts and ideas with the class, 10% of your course grade will be determined by the quality and quantity of your participation in various course activities. You can score these points by engaging pro-actively in class discussions and asking questions or by posting relevant stories to the course Discussion section. It is greatly appreciated when students can find current videos, articles and images that can be incorporated into lectures or posted on the Canvas Discussion for other students to see/comment on. This is particularly true for literature and information about the Denver and Front Range context. More generally, the instructor expects everyone to participate actively in a way that demonstrates familiarity with the assigned materials. One way to demonstrate participation is to

jot down thoughts/questions while you are reading and to bring up these ideas/questions during the lectures or discussions.

11. Basis for Final Grade

Assessment	Points Possible	Percent of Final Grade
Lead a class activity (teams of two students)	20	20%
Assignment #1: Travel diary data analysis (sole authored)	20	20%
Assignment #2: Policy memo (sole authored)	10	10%
Term Project (teams of two students)	40	40%
Attendance and participation	10	10%
	100	100%

Your final grade will be based on the following scale: 100 to 98 = A+; 97 to 94 = A; 93 to 90 = A-; 89 to 87 = B+; 86 to 84 = B; 83 to 80 = B-; 79 to 77 = C+; 76 to 74 = C; 73 to 70 = C-; 69 to 67 = D+; 66 to 64 = D; 63 to 60 = D-; 59 to 0 = F

12. Grade Dissemination
Graded tests and assignments in this course will be returned via the Canvas course shell. You can access your scores at any time within the Canvas gradebook.

COURSE PROCEDURES

13. Course Policies: Grades

Attendance Policy: The instructor has not designed this course so as to learn the material remotely. Students are expected to attend all lectures, participate in class, and finish all the assignments. Students are expected to arrive on time for all sessions and meetings. The instructor may or may not take attendance in each class.

Late Work Policy: Late submissions will carry a penalty as follows:
After deadline but before12 hours from deadline: Penalty is 25% marks
After 12 hours but before 24 hours from deadline: Penalty is 50% marks
After 24 hours but before 48 hours from deadline: Penalty is 75% marks
Your submissions will be online and date stamped by the server. No late submissions will be accepted after two days from deadline.

For an excused absence where the cause is religious belief, a student must contact the instructor within two weeks of the start of classes to request accommodation for the term. Instructors may request adequate documentation to substantiate the student request.

A student who cannot complete one of the course assignments due to incapacitating illness, severe domestic affliction, or other compelling reason should contact the instructor via e-mail as soon as possible. <u>The weight of the missed assignment will be added to the term project.</u>

A student who cannot present the final term project due to incapacitating illness, severe domestic affliction, or other compelling reason can apply to the instructor for another date to present the final term project. Such an application must be made to the instructor within 48 hours of the missed deadline and must be supported by appropriate documentation. <u>If a deferred accommodation is necessary, it will take place on Friday 17th May, 2019 at 2:00 P.M. in the instructor`s office (CU BLDG 320W).</u> Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course; students have up to one year (three semesters) to complete course requirements. The instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within the time allowed or the "I" will automatically be recorded as an "F" on your transcript.

Group Work Policy: Everyone must take part in the two group efforts, namely, student-led class activity and term project. For each deliverable consisting of more than one student, as part of the submission, the instructor will require you to fill up a table in consultation with the other team member. This table will document the work contributed towards the various elements of the assignment by each team member. The instructor will use this work-split table to determine weights for the grade for that deliverable. Please note that once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

14. Course Policies: Technology and Media

Email: If you have a question for the instructor you can email him at manish.shirgaokar@ucdenver.edu. Please state in the subject line URPL6555 and state briefly what the email is about. The instructor will make every effort to answer emails within a reasonable time.

Canvas: We will use Canvas for this course. All announcements, assignments, and discussions for this course are conducted via Canvas. Students are expected to log into the Canvas website at least once every 2-3 days to keep up with the class.

Recording course content: The course may not be recorded in audio or video format for any reason except with the explicit permission of the instructor.

15. Course Policies: Student Expectations Civility:
My commitment is to create a climate for learning characterized by respect for each other and the contributions each person makes to class. I ask that you make a similar commitment.

CU Denver Student and Community Counseling Center: The Student and Community Counseling Center is located in Tivoli 454 and provides cost-free and confidential mental health services to help students manage personal challenges that impact emotional or academic wellbeing. You can learn more at the Center at http://www.ucdenver.edu/life/services/counseling-center/Pages/default.aspx or by calling (303) 315-7270.

Professionalism: Mobile devices must be silenced during all classroom and lab meetings. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment.

UNIVERSITY POLICIES

16. Access
Disability Access: The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in the Student Commons Building, Suite 2116, Phone (303) 315-3510, Fax (303) 315-3515, or via email Disabilityresrouces@ucdenver.edu. See http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter.

17. Academic Honesty
Student Code of Conduct: Plagiarism is the use of another person's ideas or words without acknowledgement. The incorporation of another person's work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word-for-word copying of another person's ideas or words; the "mosaic" (interspersing your own words here and there while, in essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledge.

UC Denver has a license agreement with Turnitin.com, a service that helps detect plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who take this course agree that all required papers may be submitted to Turnitin. While students retain copyright of their original course work, papers submitted to Turnitin become part of the Turnitin's reference database for the purposes of detecting plagiarism.

18. Nondiscrimination and Sexual Misconduct
The University of Colorado Denver is committed to maintaining a positive learning, working and living environment. University policy and Title IX prohibit discrimination on the basis of

race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities.

University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation. If you have experienced some sort of sexual misconduct or discrimination please visit the Office of Equity/Title IX web site to understand the resources available to you or contact the Office of Equity/Title IX Coordinator (303) 315-2567. http://equity.ucdenver.edu/sexual-misconduct-title-ix/

19. Important Dates to Remember
Academic Calendar: Please review the academic calendar for important dates available at http://www.ucdenver.edu/student-services/resources/Registrar-dev/Documents/AcademicCalendars/AcademicCalendarSpring2019.pdf

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21. Readings

Readings by week with code to decipher the reading list:
- "Two Asterisks (**)" must be read
- "One Asterisk (*)" at least one of three/four such must be read (will be randomly assigned by instructor; assigned papers cannot be traded with other students)
- "T" = Textbook
- "C" = Canvas resource
- "W" = Web Resource (use link, DOI, or a search engine)

Week 1: (Jan 23) Introducing urban transportation

T*   Susan, H. Chapter 1 Introducing Urban Transportation in Giuliano, G., and Susan, H. (Editors) 2017. *The geography of urban transportation*, 4th edition, New York and London: The Guilford Press. (30 pages)

W*   National Academies of Sciences, Engineering, and Medicine 2018. *Critical Issues in Transportation 2019*. Washington, DC: The National Academies Press. https://doi.org/10.17226/25314 (25 pages)

Week 2: (Jan 30) Looking to the future

T**   Giuliano, G., Susan, H. Chapter 14 Looking to the Future in Giuliano, G., and Susan, H. (Editors) 2017. *The geography of urban transportation*, 4th edition, New York and London: The Guilford Press. (28 pages)

W*   Docherty, I., Marsden, G., Anable, J., 2017. The governance of smart mobility. *Transportation Research Part A: Policy and Practice*. https://doi.org/10.1016/j.tra.2017.09.012 (10 pages)

W*   Straub, E., Schaefer, K., 2018. It takes two to Tango: Automated vehicles and human beings do the dance of driving – Four social considerations for policy. *Transportation Research Part A: Policy and Practice*. https://doi.org/10.1016/j.tra.2018.03.005 (10 pages)

W*   Zhang, W., Guhathakurta, S., 2018. Residential Location Choice in the Era of Shared Autonomous Vehicles. *Journal of Planning Education and Research*. https://doi.org/10.1177/0739456X18776062 (13 pages)

Week 3: (Feb 6) Transportation and urban form

T**   Muller, P. Chapter 3 Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis in Giuliano, G., and Susan, H. (Editors) 2017. *The geography of urban transportation*, 4th edition, New York and London: The Guilford Press. (27 pages)

W*   Adler, S., 1991. The Transformation of the Pacific Electric Railway: Bradford Snell, Roger Rabbit, and the Politics of Transportation in Los Angeles. *Urban Affairs Quarterly* 27, 51–86. https://doi.org/10.1177/004208169102700104 (33 pages)

C*   Hall, P. 2014. "The City of By-Pass Variegated – The Mass Transit Suburb: London, Paris, Berlin, New York, 1900-1940" in *Cities of Tomorrow : An Intellectual History of Urban Planning and Design Since 1880*, Hoboken, NJ: Wiley-Blackwell (Fourth Edition) (available at https://ebookcentral.proquest.com/lib/cudenver/detail.action?docID=1676937) (23 pages) (40 pages)

C*   Jackson, K., 1985. "The transportation revolution and the erosion of the walking city (Chapter 2)" in *Crabgrass frontier: The suburbanization of the United States*. New York: Oxford University Press. (also available at http://skyline.ucdenver.edu/record=b1439183~S0) (24 pages)

Week 4: (Feb 13) Land use impacts of transportation investments

T**   Giuliano, G., Agrawal, A. Chapter 9 Land Use Impacts of Transportation Investments in Giuliano, G., and Susan, H. (Editors) 2017. *The geography of urban transportation*, 4th edition, New York and London: The Guilford Press. (27 pages)

W*   Baker, D., Lee, B., 2019. How Does Light Rail Transit (LRT) Impact Gentrification? Evidence from Fourteen US Urbanized Areas. *Journal of Planning Education and Research* 39, 35–49. https://doi.org/10.1177/0739456X17713619 (13 pages)

W*   McIntosh, J., Newman, P., Trubka, R., Kenworthy, J., 2015. Framework for land value capture from investments in transit in car-dependent cities. *Journal of Transport and Land Use* 10, 155–185. https://doi.org/10.5198/jtlu.2015.531 (26 pages)

W*   Stevens, M., 2017. Does Compact Development Make People Drive Less? *Journal of the American Planning Association* 83, 7–18. https://doi.org/10.1080/01944363.2016.1240044 (10 pages)

Week 5: (Feb 20) Topic 6: Theories and models in transportation planning

 T** Miller, H. <u>Chapter 5 Theories and Models in Transportation Planning</u> in Giuliano, G., and Susan, H. (Editors) 2017. *The geography of urban transportation*, 4th edition, New York and London: The Guilford Press. (22 pages)
 W* Banister, D., 2008. The sustainable mobility paradigm. *Transport Policy* 15, 73–80. https://doi.org/10.1016/j.tranpol.2007.10.005 (7 pages)
 W* Miller, E., 2018. Viewpoint: Integrated urban modeling: Past, present, and future. *Journal of Transport and Land Use* 11, 387–399. https://doi.org/10.5198/jtlu.2018.1273 (11 pages)
 W* Milne, D., Watling, D., 2018. Big data and understanding change in the context of planning transport systems. *Journal of Transport Geography*. https://doi.org/10.1016/j.jtrangeo.2017.11.004 (8 pages)

Week 6: (Feb 27) Land use, travel behavior, and disaggregate travel data

 T** Boarnet, M. <u>Chapter 7 Land Use, Travel Behavior, and Disaggregate Travel Data</u> in Giuliano, G., and Susan, H. (Editors) 2017. *The geography of urban transportation*, 4th edition, New York and London: The Guilford Press. (18 pages)
 W* Blumenberg, E., Ralph, K., Smart, M., Taylor, B., 2016. Who knows about kids these days? Analyzing the determinants of youth and adult mobility in the U.S. between 1990 and 2009. *Transportation Research Part A: Policy and Practice* 93, 39–54. https://doi.org/10.1016/j.tra.2016.08.010 (15 pages)
 W* Shirgaokar, M., Habib, K., 2018. How does the inclination to bicycle sway the decision to ride in warm and winter seasons? *International Journal of Sustainable Transportation* 12, 397–406. https://doi.org/10.1080/15568318.2017.1378779 (7 pages)
 W* Bills, T., Walker, J., 2017. Looking beyond the mean for equity analysis: Examining distributional impacts of transportation improvements. *Transport Policy* 54, 61–69. https://doi.org/10.1016/j.tranpol.2016.08.003 (8 pages)

Week 7: (Mar 6) Social equity and urban transportation

 T** Blumenberg, E. <u>Chapter 13 Social Equity and Urban Transportation</u> in Giuliano, G., and Susan, H. (Editors) 2017. *The geography of urban transportation*, 4th edition, New York and London: The Guilford Press. (23 pages)
 W* Grengs, J., 2012. Equity and the social distribution of job accessibility in Detroit. *Environment and Planning B: Planning and Design* 39, 785 – 800. https://doi.org/10.1068/b36097 (14 pages)
 W* Lucas, K., Philips, I., Mulley, C., Ma, L., 2018. Is transport poverty socially or environmentally driven? Comparing the travel behaviors of two low-income populations living in central and peripheral locations in the same city. *Transportation Research Part A: Policy and Practice* 116, 622–634. https://doi.org/10.1016/j.tra.2018.07.007 (11 pages)

W*   Smart, M., Klein, N., 2018. Disentangling the role of cars and transit in employment and labor earnings. *Transportation*. https://doi.org/10.1007/s11116-018-9959-3 (18 pages)

Week 8: (Mar 13) Transportation for those with limited voice

W*   Barajas, J., 2018. Supplemental infrastructure: how community networks and immigrant identity influence cycling. *Transportation*. https://doi.org/10.1007/s11116-018-9955-7 (17 pages)

W*   McDonald, N., Steiner, R., Lee, C., Smith, T., Zhu, X., Yang, Y., 2014. Impact of the Safe Routes to School Program on Walking and Bicycling. *Journal of the American Planning Association* 80, 153–167. https://doi.org/10.1080/01944363.2014.956654 (10 pages)

W*   Shirgaokar, M., Lanyi-Bennett, K., 2019. I'll have to drive there: How daily time constraints impact women's car use differently than men's. *Transportation*. https://doi.org/10.1007/s11116-018-9969-1 (24 pages)

W*   Vivoda, J., Harmon, A., Babulal, G., Zikmund-Fisher, B., 2018. E-hail (rideshare) knowledge, use, reliance, and future expectations among older adults. *Transportation Research Part F: Traffic Psychology and Behaviour* 55, 426–434. https://doi.org/10.1016/j.trf.2018.03.020 (8 pages)

Week 9: (Mar 20) Safety and security in transportation

W*   Fan, Y., Guthrie, A., Levinson, D., 2016. Waiting time perceptions at transit stops and stations: Effects of basic amenities, gender, and security. *Transportation Research Part A: Policy and Practice* 88, 251–264. https://doi.org/10.1016/j.tra.2016.04.012 (12 pages)

W*   Loukaitou-Sideris, A., Medury, A., Fink, C., Grembek, O., Shafizadeh, K., Wong, N., Orrick, P., 2014. Crashes on and Near College Campuses: A Comparative Analysis of Pedestrian and Bicyclist Safety. *Journal of the American Planning Association* 80, 198–217. https://doi.org/10.1080/01944363.2014.978354 (16 pages)

W*   McAndrews, C., 2013. Road Safety as a Shared Responsibility and a Public Problem in Swedish Road Safety Policy. *Science, Technology, & Human Values* 38, 749–772. https://doi.org/10.1177/0162243913493675 (21 pages)

W*   Patil, S., Patruni, B., Potoglou, D., Robinson, N., 2016. Public preference for data privacy – A pan-European study on metro/train surveillance. *Transportation Research Part A: Policy and Practice* 92, 145–161. https://doi.org/10.1016/j.tra.2016.08.004 (16 pages)

Week 10: (Mar 27) Spring Break (No Class)

Week 11: (Apr 3) Regional transportation planning

T**   Gian-Claudia, S., Handy, S. Chapter 6 Regional Transportation Planning in Giuliano, G., and Susan, H. (Editors) 2017. *The geography of urban transportation*, 4th edition, New York and London: The Guilford Press. (22 pages)

W*   Barbour, E., Deakin, E., 2012. Smart Growth Planning for Climate Protection. *Journal of the American Planning Association* 78, 70–86. https://doi.org/10.1080/01944363.2011.645272 (14 pages)

W*   Moran, M., Lasley, P., 2017. Legislating Transportation Network Companies. *Transportation Research Record: Journal of the Transportation Research Board* 2650, 163–171. https://doi.org/10.3141/2650-19 (8 pages)

W*   Trapenberg Frick, K., 2013. The Actions of Discontent: Tea Party and Property Rights Activists Pushing Back Against Regional Planning. *Journal of the American Planning Association* 79, 190–200. https://doi.org/10.1080/01944363.2013.885312 (9 pages)

Week 12: (Apr 10) The geography of urban transportation finance

T**   Taylor, B. Chapter 10 The Geography of Urban Transportation Finance in Giuliano, G., and Susan, H. (Editors) 2017. *The geography of urban transportation*, 4th edition, New York and London: The Guilford Press. (24 pages)

W*   Dumortier, J., Zhang, F., Marron, J., 2017. State and federal fuel taxes: The road ahead for U.S. infrastructure funding. *Transport Policy* 53, 39–49. https://doi.org/10.1016/j.tranpol.2016.08.013 (10 pages)

W*   Manville, M., Cummins, B., 2014. Why do voters support public transportation? Public choices and private behavior. *Transportation* 42, 303–332. https://doi.org/10.1007/s11116-014-9545-2 (29 pages)

W*   Nixon, H., Agrawal, A., 2018. Would Americans pay more in taxes for better transportation? Answers from seven years of national survey data. *Transportation* 1–22. https://doi.org/10.1007/s11116-018-9855-x (21 pages)

Week 13: (Apr 17) The geography of urban freight

T**   Dablanc, L., Rodrigue, J-P. Chapter 2 The Geography of Urban Freight in Giuliano, G., and Susan, H. (Editors) 2017. *The geography of urban transportation*, 4th edition, New York and London: The Guilford Press. (22 pages)

Week 14: (Apr 24) Transportation and environmental impacts and policy

T**   Le Vine, S., Lee-Gosselin, M. Chapter 11 Transportation and Environmental Impacts and Policy in Giuliano, G., and Susan, H. (Editors) 2017. *The geography of urban transportation*, 4th edition, New York and London: The Guilford Press. (28 pages)

W*   Broomell, S., Budescu, D., Por, H-H., 2015. Personal experience with climate change predicts intentions to act. *Global Environmental Change* 32, 67–73. https://doi.org/10.1016/j.gloenvcha.2015.03.001 (6 pages)

W*   Echenique, M., Hargreaves, A., Mitchell, G., Namdeo, A., 2012. Growing Cities Sustainably. *Journal of the American Planning Association* 78, 121–137. https://doi.org/10.1080/01944363.2012.666731 (16 pages)

W*   Kronsell, A., Rosqvist, L., Hiselius, L., 2016. Achieving climate objectives in transport policy by including women and challenging gender norms: The Swedish

case. *International Journal of Sustainable Transportation* 10, 703–711. https://doi.org/10.1080/15568318.2015.1129653 (8 pages)

Week 15: (May 1) Transportation and energy

T**   Green, D. <u>Chapter 12 Transportation and Energy</u> in Giuliano, G., and Susan, H. (Editors) 2017. *The geography of urban transportation*, 4th edition, New York and London: The Guilford Press. (28 pages)

W*   Hoehne, C., Chester, M., 2017. Greenhouse gas and air quality effects of auto first-last mile use with transit. *Transportation Research Part D: Transport and Environment* 53, 306–320. https://doi.org/10.1016/j.trd.2017.04.030 (13 pages)

W*   Mounce, R., Nelson, J., 2019. On the potential for one-way electric vehicle car-sharing in future mobility systems. *Transportation Research Part A: Policy and Practice* 120, 17–30. https://doi.org/10.1016/j.tra.2018.12.003 (13 pages)

W*   Yang, Z., Mock, P., German, J., Bandivadekar, A., Lah, O., 2017. On a pathway to de-carbonization – A comparison of new passenger car CO_2 emission standards and taxation measures in the G20 countries. *Transportation Research Part D: Transport and Environment*. https://doi.org/10.1016/j.trd.2017.06.022 (16 pages)

Week 16: (May 8) Impacts of information and communication technology

T**   Circella, G., Mokhtarian, P. <u>Chapter 4 Impacts of Information and Communication Technology</u> in Giuliano, G., and Susan, H. (Editors) 2017. *The geography of urban transportation*, 4th edition, New York and London: The Guilford Press. (21 pages)

W*   Hubbard, S., 2018. Automated Vehicle Legislative Issues. *Transportation Research Record: Journal of the Transportation Research Board*. https://doi.org/10.1177/0361198118774155 (11 pages)

W*   Matyas, M., Kamargianni, M., 2018. The potential of mobility as a service bundles as a mobility management tool. *Transportation* 1–18. https://doi.org/10.1007/s11116-018-9913-4 (15 pages)

W*   Milakis, D., Kroesen, M., van Wee, B., 2018. Implications of automated vehicles for accessibility and location choices: Evidence from an expert-based experiment. *Journal of Transport Geography* 68, 142–148. https://doi.org/10.1016/j.jtrangeo.2018.03.010 (6 pages)

Week 17: (May 15) Term Project Presentations