

Urban Transportation Policy
PA 5351 Fall 2019
Monday 6:30 P.M - 9:20 P.M.
Round Rock: AVRY 363

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Office Hours:
Monday before class
and by open appointments
in San Marcos or Austin

Course Summary

From congestion to climate change, major issues related to transportation have emerged as contentious and vexing urban policy areas. For metropolitan areas to continue to grow and thrive, the fundamental components of the transportation system need to be effectively managed. This course is designed to build both fluency in the basic components of transportation policy and planning and competency in the use of the policy analysis tools. The course is structured to provide an initial overview of the policy process. The basic framework for understanding policy is then utilized to survey key transportation policy and planning issues. In addition to building an understanding of the historic foundation of transportation policy, students will learn about the underlying concepts related to congestion, transit and active transportation planning, and the intersection of land use/transportation policy.

Each class will feature a lecture on key elements of the substantive policy area followed by structured policy discussion. Students are expected to engage in the policy exchange.

At the end of this course, students will:

1. Become acquainted with and build skills in discussing key transportation policy issues.
2. Gain experience in writing through a semester-long term paper
3. Build presentation skills through an overview of the student's term paper research

Texts

Required:

1. Kraft, M. and Furlong, S. 2013. Public Policy: Politics, Analysis and Alternatives. (4th edn). CQ Press.
2. Speck, Jeff. 2012. Walkable City: How Downtown Can Save America, One Step at a Time. Farrar, Straus and Giroux: New York.

Projects and Grading

1. Policy memo topics should be started. You should complete the paper topic worksheet on TRACS. I am open to help and review once you have completed this **(Sept. 30)**.

2. Exams: 50% **(Oct. 7 and Nov. 11)**

Description: The exams will include a number of multiple choice, fill-in the blank, and short answer questions. They will also include several short essay questions.

3. Class Presentations of Policy Analysis: 10%

Description: Presentations will be 8 to 10 minutes in length. Students should use PowerPoint and provide a one-page infographic that summarizes your findings of for the entire class. Infographic template available at:

<https://www.smiletemplates.com/free/powerpoint-infographics/0.html> (or other templates on your own)

Students must accomplish 3 goals in the presentation: 1. Introduce, define, and describe the extent of the policy problem (why is it important?) 2. Describe the best practices for addressing the problem 3. Key take away message for audience.

Students who do not follow the format or go over or well-under the time limit will receive significant deductions. You will be graded based on quality of your presentation and the handout. Note: this presentation is based on your policy paper. **(Nov. 25 and Dec. 2)**.

4. Final Policy Paper: 30%

Description: The policy paper will describe the key dimensions of a significant transportation policy problem. The paper should be double-spaced and 10 to 12 pages in length. It should include at least 6 appropriately cited academic and/or professional policy references. This is the absolute minimum number of citations. A strong structure with a clear introduction, body, and conclusion is expected. Key sections should: a. Introduce, define, and describe the extent

of the policy problem (why is it important), b. Describe the best practices for addressing the problem, and c. Provide clear take away points for the reader.

Papers will be reviewed through the Turn-It-In software to check for plagiarism.

Papers should have very few if any replications from other works found in the Turn-It-In review. There may be a few from the use of common phrases. This is OK. If there are exact copies of major phrasing or other works that is not acceptable.

Papers will not be accepted for grading if the similarity score is 10% or over. If you feel there is an error, you can contact me, but you need to check your paper and ensure that there are no problems. This requires that you leave time to check your work. More information on expectations will provided in class.

(Dec. 2).

5. Class Participation: 10%

Description: Students are expected to be prepared for class and engage in class discussions. Students must prepare 1 paragraph before each class with questions and observations from the readings. These observations and questions are designed to help elicit dialogue and help students address key areas of concern in

the readings. In addition to discussions based around the questions for each class, the observations will be turned in at the end of the semester for review in a compilation document on **Dec. 2 on TRACS**. In addition, more than 1 unexcused absence will result in a significant deduction in the participation grade.

Note: Plagiarism will result in “0” on the assignment at a minimum. Do not be tempted. The Texas State University Alkek Library has a guide on plagiarism. You are required to review this material. Please review all of the information here: <http://www.txstate.edu/honorcodecouncil/Student-Resources/Avoiding-Plagiarism.html> . Specifically, this set of instructions is helpful: <https://gato-docs.its.txstate.edu/jcr:c3fcd2ec-4fe1-4e1a-b60a-b1103541d852/HowNotToPlagairize.pdf> .

Course Schedule

Aug. 26 Introduction: Class Overview

Sept. 2 Labor Day (No Class)

Sept. 9 Understanding Transportation Policy: An Overview of the Public Policy Framework

Readings:

1. Kraft and Furlong Chapter 1-2
2. Pew Charitable Trust “Intergovernmental Challenges in Surface Transportation Funding,” available at: <http://www.pewtrusts.org/en/research-and-analysis/reports/2014/09/intergovernmental-challenges-in-surface-transportation-funding>
3. Transportation Policy: Transportation for America. 2011. *Transportation 101*. <http://t4america.org/maps-tools/transportation101/> (Executive Summary pages 4-11).
4. Transportation Policy: Transportation Alternatives Legislative Language Sec 1122 and Section 101 (definitions): <http://www.gpo.gov/fdsys/pkg/BILLS-112hr4348enr/html/BILLS-112hr4348enr.htm> (scan briefly).

Sept. 16 Federal Policy Analysis: Understanding Public Problems and Identifying Policy Alternatives

Readings:

1. Kraft and Furlong Chapters 3-4.
2. Fields, Renne, and Mills. 2013. “From Potential to Practice: Building a National Policy Framework for Oil Reduction,” in *Transport Beyond Oil*. Handout.
3. DG Burwell. 2008. Making the Connection between Transportation and Community and Environmental Outcomes. Funders Network. Handout on TRACS.

Sept. 23 Environmental and Energy Policy: Transportation Connections

Reading:

1. Kraft and Furlong Chapter 11 and 13
2. Fields, B., & Cradock, A. L. (2014). Federal Active Transportation Policy in Transition From ISTEA to Complete Streets. *Public Works Management & Policy*, 19(4), 322-327. Available from the Alkek Library online.
3. Ewing et al. 2008. Growing Cooler: The Evidence on Urban Development and Climate Change. Washington, D.C.: Urban Land Institute. Chapter 1
https://www.nrdc.org/sites/default/files/cit_07092401a.pdf
4. Randal O'Toole. 2009. The Myth of the Compact City: Why Compact Development Is Not the Way to Reduce Carbon Dioxide Emissions. CATO. Policy Analysis No. 653 November 18, 2009. <http://www.cato.org/pubs/pas/pa653.pdf>

Sept. 30 Transportation Policy History: Competing Visions

Readings:

1. Brown, J. R., E. A. Morris, and B. D. Taylor. 2009. Planning for cars in cities: Planners, engineers, and freeways in the 20th century. *Journal of the American Planning Association* 75 (2), 161-177. Available from the Alkek Library online.
2. Robert Moses. 1962. Are Cities Dead? Atlantic Magazine.
<http://www.theatlantic.com/magazine/archive/1962/01/are-cities-dead/306546/>
3. Roberta Gratz. 2007. *Robert Moses Reconsidered: Power and Process Right Now*.
<http://citylimits.org/2007/03/12/robert-moses-reconsideredpower-and-process-right-now/>

Note: Should be completing your paper topic worksheets. I am open to review once you have completed the worksheet should you need help.

Oct. 7 Exam

Oct. 14 Transportation Policy: A New Era?

Readings:

1. Raymond A. Mohl and Mark H. Rose. 2012. "The Post-Interstate Era: Planning, Politics, and Policy since the 1970s," *Journal of Planning History* 2012 11: 3. Available at: <http://jph.sagepub.com/content/11/1/3.short>
2. Downey, Mortimer L. III. 2007. "Legislative Considerations for Long Term Policy Change" in National Roundtable on Surface Transportation. Regional Plan Association and Lincoln Institute for Land Policy. Available at: <http://www.america2050.org/Legislative%20Considerations%20-%20Downey.pdf>
3. Fields and Tudor. 2015. "Age-Friendly Community Policy Innovation: Complete Streets Implementation in Louisiana, United States," (2015). Handout.

Oct. 21 The Walkable City and Policy Implications of Modern Suburbia

Readings:

1. Jeff Speck Walkable City p. 3-64
2. NHTSA Quick Facts. 2017. Available at: <https://crashstats.nhtsa.dot.gov/Api/Public/ViewPublication/812747>
3. Sarah Goodyear, 2014. The Swedish Approach to Road Safety: 'The Accident Is Not the Major Problem'. Available at: <http://www.citylab.com/commute/2014/11/the-swedish-approach-to-road-safety-the-accident-is-not-the-major-problem/382995/>
4. New York City. 2014. Vision Zero Action Plan. Read Urban Design Sections. Available at: <http://www.nyc.gov/html/visionzero/pdf/nyc-vision-zero-action-plan.pdf> .

In second half of class, we will evaluate the potential to use the New York City Vision Zero Action Plan's urban design elements as a template for the City of Austin.

Oct. 28 Transportation and Design: Policy Implications

Readings:

1. Jeff Speck Walkable City p.65-138 and 139-212.
2. National Association of City Transportation Officials 2012. *NACTO urban bikeway design guide*. Available at: <http://www.nyc.gov/html/dot/downloads/pdf/2012-nacto-urban-street-design-guide.pdf>

Nov. 4 Transportation and Economic Development

Readings:

1. Jeff Speck Walkable City p. 213-262
2. Surface Transportation Policy Partnership et al. 2010. Planning to Succeed? An Assessment of Transportation and Land Use Decision-making in the Twin Cities Region. <http://www.tlcmnnesota.org/pdf/Planning%20to%20Succeed%20PRINTED.pdf>

Note: In the 2nd half of class, exam review.

Nov. 11 Exam

Nov. 18 Climate Change, Transportation, and the Future of Cities

Readings:

1. Fields, Billy. Adaptation Urbanism Ch. 1. Handout on TRACS.

Note: 2nd half of class: Working Session on Paper, Infographics, and Presentations. We will review your introductions and outlines for your paper.

Nov. 25 Class Presentations

Dec. 2 Class Presentations: Turn in Final Policy Paper (30% of Final Grade)

Additional Information

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me as soon as possible. You will be asked to provide documentation from the Office of Disability Services. Failure to contact me in a timely manner may delay your accommodations.

* Learning Outcomes: The Department of Political Science has adopted student learning outcomes for general education courses (POSI 2310 and POSI 2320) and for all undergraduate and graduate degree programs offered in the Department of Political Science. These outcomes are available for your review at <http://www.polisci.txstate.edu/posi-resources/Learning-Outcomes.html>

Department of Political Science Information: Undergraduate Academic Center (UAC) Rm. 355; Telephone number: (512) 245-2143; Fax number: (512) 245-7815; Website: <http://www.polisci.txstate.edu/>
Classroom Computer Lab: Undergraduate Academic Center (UAC) 342

Liberal Arts Computer Lab: Undergraduate Academic Center (UAC) 440; Website: <http://www.polisci.txstate.edu/posi-resources/Computer-Lab.html>

Honor Code:

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

We Are Conscientious:

We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity special requests, and excuses.

We Are Respectful:

We act civilly toward one another, and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

We Are Honest:

We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving

assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

The Pledge for Students

Students at our University recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our University.

The Pledge for Faculty and Administration

Faculty at our University recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform them of the process that will take place.

I recognize students' rights and pledge to uphold the principles of honesty and responsibility at our University.