

**Transportation Systems  
GEO 4336 Spring 2015  
Thursday 6:30 P.M - 9:20 P.M.  
San Marcos: ELA 218**

**Dr. Billy Fields**  
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**Office Hours:**  
Thursday 5:30 to 6:30  
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 management, 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. 2009. Public Policy: Politics, Analysis and Alternatives. (3rd 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 due. Turn in 2 to 3 paragraph description (**Feb 26**).

2. Exams: 50% (**Feb 12 and April 9**)  
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. Makeups will only be given if significant issues exist.
3. Policy Memo Introduction and Outline Due: (**April 16**)
4. 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 summary of the presentation for the entire class. There will be 5 minutes of questions. Note: presenting students should arrive early to load presentations and prepare handouts for distribution to the class (**April 23 and 30**).
5. 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 8 to 10 pages in length. It should include at least 5 appropriately cited academic or professional policy references. This is the absolute minimum number of citations. A strong structure with a clear introduction, body, and conclusion is expected. More information on expectations will be provided in class (**April 30**).
6. Class Participation: 10%  
Description: Students are expected to be prepared for class and engage in class discussions. Missing more than 2 classes will result in a significant deduction in the participation grade. In addition, a 1 page policy overview is due in class March 12 for our class discussion. This memo will account for half of the participation grade.

## **Course Schedule**

### **Jan 22 Introduction: Class Overview**

### **Jan 29 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 Alternatives Legislative Language Sec 1122 and Section 101 (definitions): <http://www.gpo.gov/fdsys/pkg/BILLS-112hr4348enr/html/BILLS-112hr4348enr.htm>

In class, watch Chris Hayes and transportation policy:

<http://www.streetfilms.org/commissioners-panel-raising-the-bar-building-political-capital-to-implement-key-design-initiatives/>

## **Feb 5 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. Available at:  
<http://www.fundersnetwork.org/files/learn/Making%20the%20Connection%20White%20Paper%202008.pdf>

## **Feb 12 Exam**

### **Feb 19 Environmental and Energy Policy: Transportation Connections**

Reading:

1. Kraft and Furlong Chapter 11
2. Ewing et al. 2008. Growing Cooler: The Evidence on Urban Development and Climate Change. Washington, D.C.: Urban Land Institute. Chapter 1  
<http://www.smartgrowth.umd.edu/pdf/GrowingCooler-Ch1Overview.pdf>
3. 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>

### **Feb 26 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. Roberta Gratz. 2007. *Robert Moses Reconsidered: Power and Process Right Now*.  
<http://www.robertabrandesgratz.com/wp-content/uploads/cl031207.pdf>
3. Phillip Lopate. 2007. *A Town Revived, a Villain Redeemed*. New York Times. February 11, 2007.  
<http://www.nytimes.com/2007/02/11/nyregion/thecity/11moses.html?pagewanted=print>
4. Nicolai Ouroussoff. 2007. *Complex, Contradictory Robert Moses*. New York Times. February 2, 2007.  
<http://www.nytimes.com/2007/02/02/arts/design/02mose.html?pagewanted=print>

Note: Policy paper topics due. Turn in 2 to 3 paragraph description

### **Mar 5 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, B., & Cradock, A. L. (2014). Federal Active Transportation Policy in Transition From ISTEA to Complete Streets. *Public Works Management & Policy*, 1087724X14546200.
4. Fields and Tudor. 2015. "Age-Friendly Community Policy Innovation: Complete Streets Implementation in Louisiana, United States," (forthcoming). Handout.

### **Mar 12 The Walkable City and Policy Implications of Modern Suburbia**

Readings:

1. Jeff Speck Walkable City p. 3-64
2. NHTSA Quick Facts. 2014. Review at: <http://www-nrd.nhtsa.dot.gov/Pubs/812100.pdf>
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. 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>
5. 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. Prepare a 1 page policy overview of your evaluation. This element will be graded in the participation component of your grade.

### **Mar 19 Spring Break**

### **Mar 26 Transportation and Design: Policy Implications**

Readings:

1. Jeff Speck Walkable City p.65-138 and 139-212.

In Class, watch "Seaside: The City of Ideas" (<http://www.americanmakeover.tv/>)

### **Apr 2 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 2<sup>nd</sup> half of class, exam review.

### **Apr 9 Exam**

### **Apr 16 Class Working Session on Paper and Presentations**

Note: we will review your introductions and outlines for your paper.

**Apr 23 Class Presentations:** Begin Class Presentations: Presentations will be 8-10 minutes in length. Students should use PowerPoint and provide a one-page handout for the entire class. There will be 5 minutes of questions. Note: presenting students should arrive early to load presentations and prepare handouts for distribution to the class.

### **Apr 30 Class Presentations: Turn in Final Policy Paper (30% of Final Grade)**

### **Additional Information**

**ADA Statement:** Students with special needs (as documented by the Office of Disability Services) that will require compensatory arrangements must contact the instructor no later than the fourth class period to discuss specific arrangements and logistics. Students who have not already done so will be required to contact the Office of Student Disability Services located at LBJ 5-5.1 (512.245.3451). Texas State University San Marcos is dedicated to providing these students with necessary academic adjustments and auxiliary aids to facilitate their participation and performance in the classroom.

**Academic Testing for Students with Disabilities** Students who are approved for testing accommodations have the option of using Academic Testing for Students with Disabilities (ATSD) office to take in-class tests or quizzes with their accommodations. Any student who schedules a test(s) with ATSD must schedule tests during the in-class scheduled test time (or seek an exception from the instructor) and are expected to take the test at ATSD. If a student schedules to take test with ATSD but decides that they will take the test in the classroom, the student will be responsible for notifying the ATSD and the instructor prior to the class start time.

**Learning Outcomes:** *The Department of Geography's Student Learning Outcomes for all departmental programs may be reviewed at:*

<http://www.geo.txstate.edu/about/apr.html>

## Texas State University-San Marcos 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.