

**SAN JOSÉ STATE UNIVERSITY**  
**URBAN AND REGIONAL PLANNING DEPARTMENT**  
**URBP 226: REGIONAL TRANSPORTATION PLANNING**  
**URBP 178: INTRO. TO REGIONAL TRANSPORTATION PLANNING**

**FALL 2024**

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**Office hours:** Wednesdays, 5:15-6:15 p.m.  
**Class days/time:** Wednesdays, 6:15-8:45 p.m.  
**Classroom:** Clark 308  
**Prerequisites:** URBP 226: Instructor consent  
**Units:** 4

### **Course Catalog Descriptions (by Section)**

**URBP 226 (Graduate Section):** Overview of the evolution of key transport institutions and policies at the metropolitan, state, and federal levels. Assessment of the current challenges facing regional transport systems and evaluation of different planning and policy approaches proposed to improve the performance of regional transport systems.

URBP 226 Canvas website: [FA24: URBP-226 Sec 01 - Reg Transport Plan \(instructure.com\)](#)

**URBP 178/ENVS 178 (Undergraduate Sections):** Principles and concepts relevant to transport planning and policy at the regional level, such as historical and current regional transport planning processes, the relationship between regional travel demand and transport infrastructure, and travel demand modeling practices.

URBP 178 Canvas website: [FA24: URBP-178 Sec 01 - Intro to Reg Trans Plng \(instructure.com\)](#)

### **Course Description and Course Learning Objectives:**

This course examines planning and policymaking for transport systems, with particular attention to regional transport. We consider theory and practice, as well as the wide gap between them. The historical evolution and development of key transport institutions, policies, and methods are analyzed, using examples from California, the United States and abroad. The many roles of transport planning – technical, mediating, advocacy, and political – are examined. Passenger and urban transport planning and policy are emphasized, but there will be some attention given to intercity and freight modes. Many sessions and readings are devoted to understanding current transport planning issues and policy debates.

This course is intended to help prepare students for employment as a transport planner or a transport policy analyst. There are a growing number of such positions with local, regional, and central governments, private consulting firms as well as with firms providing transport services. This course alone will not, however, prepare students for more specialist positions in transport, such as computer modeler or traffic engineer. For students interested in working in such specialist positions, additional course work would be required.

Though intercity and goods movement are addressed, the bulk of the course focuses on regional transport policy and planning. The region is in many ways the proper scale for transport planning since daily travel occurs with little regard for city borders.

Moreover, the principal economic rationale for metropolitan areas is that they save transport costs – in metropolitan regions, complementary economic actors and resources are within proximity to one another. Not surprisingly, these regions are the predominant location of congestion on transport networks, as too many people, goods and vehicles try to be in one place at one time for economic purposes. The most contentious transport investments are those that serve large urban regions.

Upon successful completion of the course, each student will be able to:

1. Discuss the principal critical mobility issues confronting the Bay Area and other metropolitan regions
2. List and describe relationships between the primary elements of transport systems, such as modes, networks, controls, and users
3. Describe the nature of travel demand and its relationship with travel supply and the operation of transport systems
4. Characterize the broad outline of the history of transport planning and institutions, as well as the evolution of transit, street, and highway systems
5. Describe the scope of transport and its environmental impact, analysis, and mitigations.
6. Describe alternative approaches to financing transport projects and services
7. Describe the role of national, regional, and local planning in establishing transport policies and priorities
8. Work as a transport planner or a transport policy analyst.

The **Engagement Activity (EA)** component of this course was introduced in 2012. This activity, worth 25 percent of the grade, provides students with first-hand (and hands-on) experience in the field of transport planning. The goals for this engagement activity include:

- Providing the student direct contact with the transport planning profession, and people involved in and affected by transport planning
- Familiarizing the student with transport planning concepts, skills, and applications, thereby increasing your marketable skills.
- Providing the student with an experience-based understanding of planning theory and practice through exposure to concepts, methodologies, field techniques and applications. By reflecting on how these relate to urban transport and the planning process the student will gain insight into both the limits and possibilities of transport planning.

In turn, on November 13, 2024, students will submit a maximum five-page (double-spaced) summary and give a five-minute presentation (from a first-person perspective), describing:

- initial interests in the agency (or agencies) chosen
- outreach to establish contact/contacts at the agency, i.e., including successful strategies
- background research on the agency (e.g., when, why and how it was created; its primary functions; its role in the transport planning community; its governing body, primary projects, and funding sources
- choice of a project to focus on
- experience interviewing an agency planner familiar with the organization's current thinking and your focus project
- experience(s) at public meetings or a public forum
- lessons learned from the experience
- final observations (e.g., expectations vs. actual experience, recommendations).

Throughout the semester, each student in the course will keep a diary of EA activities, which will serve as a valuable resource at the end of the semester, when a summary of semester activities is submitted.

The instructors will provide a list of possible EA opportunities early in the semester so that students can begin to make agency connections.

## **Planning Accreditation Board (PAB) Knowledge Components**

This course partially covers the following PAB Knowledge Components: 1d, 1e, 1f, 2a, 2c, and 3c.

1d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.

1e) The Future: understanding of the relationships between the past, present, and future in urban planning domains, as well as the potential for methods of design, analysis, intervention to influence the future.

1f) Global Dimensions of Planning: appreciation of interactions flows of people and materials, cultures, and differing approaches to planning across world regions.

2a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.

2c) Quantitative and Qualitative Methods: data collection, analysis, modeling tools for forecasting, policy analysis, and design of projects and plans.

3c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning and understanding of how to create sustainable futures.

A complete list of the Planning Accreditation Board Knowledge (PAB) Components can be found at: [PAB Knowledge Components | Department of Urban & Regional Planning \(sjsu.edu\)](https://sjsu.edu/urbanplanning/graduate-programs/masters-in-urban-planning/pab-knowledge.php). Link URL: <https://sjsu.edu/urbanplanning/graduate-programs/masters-in-urban-planning/pab-knowledge.php>

## **Required Course Texts to Purchase**

Genevieve Giuliano and Susan Hanson, eds., *The Geography of Urban Transportation*, Fourth Edition. New York: Guilford Press, 2017, ISBN 9781462529650 (Textbook available at the SJSU Bookstore as well as online book vendors). Other readings are accessible on Canvas or via links in the Course Schedule below.

## Course Assignments and Grading Policy

Your grade for the course will be based on the following assignments and other activities:

Assignments and Graded Activities	Due Date(s)	Percent of Course Grade	Course Learning Objectives Covered
Assignment 1: Tracking Travel Behavior (students track weekly travel patterns)	Sep. 11	15	2 & 3
Weekly Memos (9%)/Class Participation (6%) (memos on weekly readings, class involvement)	Ongoing	15	All
Midterm Take-Home (exam on Weeks 1-10, sent via e-mail Oct. 30)	Oct. 31	20	1, 2, 3, 4, 5 & 6
Engagement Activity Summary/Presentation (semester-long class project where the student observes/reports on agency activities)	Sep. 18 (Outline) Nov. 13 (Final)	25	Varies, depending on student activity
Final Term Paper: URBP 226 students will submit a 15-20-page, double-spaced term paper; and URBP 178 and ENVS 178 students will submit a 10-12-page, double-spaced term paper.	Sep. 25 (Outline) Nov. 6 (Summary) Dec. 4 (Final)	25	All

Additional details on each assignment will be distributed through class handouts.

## Calculation of Final Course Letter Grade

As indicated in the table above, the final course grade incorporates five graded activities. The first two activities in the table are each worth 15 percent of the grade, the mid-term exam is worth 20 percent of the grade, and the final two activities in the table are each worth 25 percent of the grade.

The following grading scheme will be used to translate the student's total numeric score into a final grade for the course:

A+ (98 to 100); A (93 to 98); A- (90 to 93); B+ (87 to 90); B (83 to 87); B- (80 to 83); C+ (77 to 80); C (74 to 77); C- (70 to 74); D+ (68 to 70); D (66 to 68); D- (63 to 66); F (below 63).

## Other Grading and Assignment Issues

All classwork received late will be marked down accordingly.

Weekly Memos (9): If received within the first 24 hours after the deadline, they will be marked down 0.2 point (from a total of one point per memo). Thereafter, it will be marked down as follows:

1-4 days late: 0.4 point

4-7 days late: 0.6 point

Over 7 days: no credit given

Take-Home Midterm: If received within 24 hours of the 9:00 P.M. deadline, it will be marked down one full grade. Thereafter, it will be marked down according to the following schedule:

1-4 days late: two full grades

Over 4 days: no credit given

Assignment 1, Engagement Activity and Final Paper: If received within 24 hours of the scheduled deadline, it will be marked down 1/3 of a grade (e.g., from A- to B+, from B to B-, etc.). Thereafter, it will be marked down according to the following schedule:

1-4 days late: 2/3 of a grade

4-7 days late: 1 full grade

7-10 days late: 2 full grades

Extra credit is not available.

## Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally, three hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course-related activities including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

As this is a four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all your courses. For this class, you will have to undertake additional activities outside the class hours such as work on your engagement activity, or research for your term paper. Details on how to complete these activities will be provided in handouts distributed via Canvas.

The course workload will primarily be based on the following activities:

- **Assignment 1** entails tracking your travel behavior and the travel behavior of another person over a period of two days. Assignment 1 will be due September 11 at 7:30 p.m. and a maximum of 15 points will be awarded.
- **Weekly Memo/Class Participation** grades will be based on active contributions to class discussions that reflect course readings and critical thinking. During Weeks 2 to 10, students will be required to submit a one-page summary/reaction memo on one or two of the assigned readings by 5:00 p.m. on the day before class. The Week 10 memo will focus on

diversity, equity, and inclusion readings that the instructors will make available. A maximum of 15 points will be awarded: a point for each memo and six points for class participation.

- **Take-Home Midterm Exam**, which will cover all class material and discussion covered through October, will be administered via e-mail on October 30 at 6:00 p.m. and will be due back (via e-mail) on October 31 at 9:00 p.m. A maximum of 20 points will be awarded.
- **Engagement Activity (EA)** will require about 3 hours of work per each week of the semester (for a total of 45 hours). Depending on the nature of the activity chosen, these hours may be either spread evenly throughout the semester, or clustered. On September 20, a one- to two-page outline of the EA is due on Canvas. On November 13 at 7:30 p.m., each student enrolled in the course will be required to turn in a summary of her/his Engagement Activity. In addition, at the November 13 class, each student will give a five-minute presentation on the major findings and lessons learned--see the description of the Engagement Activity summary at the top of page 3--and will submit a PowerPoint presentation file to the instructors. A grading rubric for the Summary and Presentation (provided by each student) will be provided. A maximum of 25 points will be awarded.
- **Term Paper Project** will cover a regional transport theme/issue. On December 4 at 7:30 p.m., students in the course are expected to a) submit a term paper (15-20 double-spaced pages for URBP 226 students, and 10-12 double-spaced pages for URBP 178 students) on a topic of regional significance to the instructors; and b) give a short informal presentation on a major aspect of the paper (no PowerPoint presentations). A 1 to 2-page term paper outline is due on September 25 and a 3-page summary/bibliography with anticipated chapter headings is due November 6. A detailed grading rubric for the Final Paper will be provided. Comparative studies of up to two cases are welcomed, as are papers focused on a single issue (e.g., an emerging mode, funding mechanism, transit service). Try to focus the paper on a topic and make sure that there is adequate material on it. Ideally, your paper will feature an introduction (purpose/objectives and focus of your paper); a brief (1/2 to 1-page) literature search on the topic; description of current policy frameworks; research findings; synthesis of the findings considering urban policies and/or best practices; and a conclusion and recommendations. A maximum of 25 points will be awarded.

Here are possible subject areas for term paper projects:

1. Sustainability and Transport Planning
2. Policy Analysis of Transport and Equity (affecting historically disadvantaged groups)
3. Gender Issues and Transport
4. Transport Policy for the Aging
5. Transport, Land Use and Climate Change (e.g., SB 375)
6. Improving Access at San José State and its Environs.
7. Analysis of the Prospects for High-Speed Rail in California
8. Policy Analysis of Road and Parking Pricing Options
9. Management of Transport Systems and Travel Demand (TDM)
10. Land Use and Urban Form Policy in Relation to Travel Demand

11. The Future of Automated Vehicles
12. The Future of Electric Vehicles
13. The Future of Public Transit after COVID-19
14. Transport and the Environment: Internalizing the Externalities
15. Telecommunications and Transport
16. Plan Bay Area 2050 (the Bay Area Regional Transport Plan)
17. Other Subject Areas by Agreement.

## **Classroom Protocol**

Students are expected to arrive on time to class, be courteous to other students and the instructors and refrain from using a cell phone, texting, and the internet in class, except as permitted by the instructors. If you need to be absent, please notify both instructors at your earliest convenience. We recognize that illness, personal emergencies, and other legitimate conflicts may occur, however please remember that each class meeting represents a substantial fraction of the total course. Be sure to check with the instructors regarding any materials or information given out at the session you were absent from, and if possible, obtain class notes from a classmate.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information](http://www.sjsu.edu/gup/syllabusinfo/) web page at <http://www.sjsu.edu/gup/syllabusinfo/>.

## **Academic Integrity Statement, Plagiarism, and Citing Sources Properly**

SJSU's Policy on Academic Integrity states: "Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University." The University Academic Integrity [Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development](http://www.sjsu.edu/studentconduct/) website is available at <http://www.sjsu.edu/studentconduct/>

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

**Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.**

**If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.**

Learning when to cite a source (and when not to) is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without referencing the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation:

- [How to Recognize Plagiarism: Tutorial and Tests, School of Education, Indiana University Bloomington \(iu.edu\)](https://plagiarism.iu.edu/) at <https://plagiarism.iu.edu/>
- If you still have questions, feel free to talk to the instructors personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

## Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, Eighth Edition (University of Chicago Press, 2013, ISBN: 978-0226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students should use the second system, i.e., in-text parenthetical references.

## Accommodation for Disabilities

If you need course adaptations or accommodation because of a disability, or need to make special arrangements in case the building is evacuated, please make an appointment with the instructors as soon as possible, or see us during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center or AEC (formerly known as the Disability Resource Center or DRC) to establish a record of their disability.

You can find information about the services SJSU offers to accommodate students with disabilities at the [AEC website](https://www.sjsu.edu/aec/) at <https://www.sjsu.edu/aec/>.

## Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to



honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Consent for Recording of Class and Public Sharing of Instructor Material**

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private study purposes only. The recordings are the intellectual property of the instructor and you have not been given the right to reproduce or distribute the material.

## **Library Liaison**

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Lauren DeCelle. If you have questions, you can contact her at: [lauren.decelle@sjsu.edu](mailto:lauren.decelle@sjsu.edu) or 408-808-2621.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Room 126. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. To make an appointment or refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

## **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services office is located on the corner of Seventh Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## **Dropping and Adding**

Students are responsible for understanding the policies/procedures on add/drop, grade forgiveness, etc. Refer to this semester's Catalog Policies section in the [SJSU Catalog](https://catalog.sjsu.edu/) at <https://catalog.sjsu.edu/>. Add/drop deadlines can be found on the [Academic Calendar 2024-2025](#).

If you need to drop or withdraw from the course after Sep. 17, 2024, students should use the appropriate form depending on if they are graduates or undergraduates. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available from the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

# URBP 226 / URBP 178

FALL 2024

## COURSE SCHEDULE

(We will announce any changes in class).

Week/Date	Topic	Reading	Memo/Paper Due
1 Aug. 21, 2024	Brief Overview	Syllabus; other handouts	None
2 Aug. 28, 2024	Longer Overview	1) TEXT: Preface. 2) PDF Reader (PDF-R): Read Thomson and Heilbrun chapters <a href="#">Bay Area Transit Video 1984</a> at <a href="https://www.youtube.com/watch?v=ObOLGzSnNHI">https://www.youtube.com/watch?v=ObOLGzSnNHI</a>	Weekly Memo (due Aug. 27)
3 Sep. 4, 2024	History and Current Policy	1) TEXT: Ch. 3, Muller, P., "Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis." 2) PDF-R: Read Dunn and the two A. Altshuler chapters. Divided Highways Video: <a href="#">Divided Highways</a> , available at <a href="https://youtu.be/PLr-8QPbiAY">https://youtu.be/PLr-8QPbiAY</a>	Weekly Memo (due Sep. 3)
4 Sep. 11, 2024	Current Trends and Policy Dilemmas	1) TEXT: Ch. 1, Hanson, S., "Introducing Urban Transportation." 2) Bureau of Transportation Statistics. 2024. <a href="#">Pocket Guide to Transportation   Bureau of Transportation Statistics (bts.gov)</a> Also browse the <a href="#">BTS COVID-19 Page</a> .	Weekly Memo (due Sep. 10) Assignment 1
5 Sep. 18, 2024	Coping with Urban Transport Congestion and Land Use Impacts	1) TEXT: Ch. 9, Giuliano, G. & A. Agarwal, "Land Use Impacts of Transportation Investments;" 2) Litman, T. 2024. " <a href="#">Smart Congestion Relief</a> " (esp. pp. 3-11), Victoria Transport Policy Institute. at <a href="http://vtpi.org/cong_relief.pdf">http://vtpi.org/cong_relief.pdf</a> 3) Tumlin, J. 2012. "Transportation Demand Management," <i>Sustainable Transportation</i> . First Ed., Ch. 13. Hoboken, NJ: Wiley (on Canvas) 4) Rivasplata, C. 2013. "Congestion Pricing for Latin America..." <i>Research in Transportation Economics</i> 40, 56-65. (on Canvas)	Weekly Memo (due Sep. 17) Engagement Activity Outline (1-2 pp.)

Week/Date	Topic	Reading	Memo/Paper Due
6 Sep. 25, 2024	The Politics of Transport Planning and Access	<p>1) TEXT: Ch. 8, Schweitzer, L., "Mass Transit."</p> <p>2) Wachs, M. "Reflections on the Urban Transportation Planning Process," Hanson &amp; Giuliano, <i>The Geography of Urban Transportation</i>, Third Edition, Ch. 6., 141-162.</p> <p>3) Sze, N &amp; K. Christiansen 2017. Access to urban transport system for individuals with disabilities, <i>LATSS Research</i>, 41, 66-73. (On Canvas file)</p> <p>4) Downey, C. 2017. Design with the Blind in Mind. TED Talk Video. <a href="https://www.ted.com/talks/chris_downey_design_with_the_blind_in_mind?language=en">https://www.ted.com/talks/chris_downey_design_with_the_blind_in_mind?language=en</a></p>	<p>Weekly Memo (due Sep. 24)</p> <p>Term Paper Outline (1-2 pp.)</p>
7 Oct. 2, 2024	Travel Demand Modeling/Forecasting	<p>1) TEXT: Ch. 5, Miller, Harvey, "Theories and Models in Transportation Planning."</p> <p>2) Beimborn, E. et al. 2006. <i>Inside the Black Box: Making Transportation Models Work for Livable Communities</i>. Citizens for a Better Environment &amp; Environmental Defense Fund (on Canvas).</p>	Weekly Memo (due Oct. 1)
8 Oct. 9, 2024	Transport Finance	<p>1) TEXT, Ch. 10, Taylor, B. "The Geography of Urban Transportation Finance"</p> <p>2) Wachs, M. 2003. "Local Option Transportation Taxes," <i>Access</i>, 22. <a href="#">"Local Option Transportation Taxes"</a> at <a href="https://escholarship.org/content/qt2d38m621/qt2d38m621_noSplash_86c0d537d162680fd5fd201717db4372.pdf">https://escholarship.org/content/qt2d38m621/qt2d38m621_noSplash_86c0d537d162680fd5fd201717db4372.pdf</a></p> <p>3) Lederman, J. et al. 2017. "Arguing Over Transportation Sales Taxes," <i>Urban Affairs Review</i>, 56: 22, 640-670. (On Canvas)</p>	Weekly Memo (due Oct. 8)

Week/Date	Topic	Reading	Memo/Paper Due
9 Oct. 16, 2024	Transport Planning: U.S. Experience	<p>1) MTC. 2021. <i>Plan Bay Area</i>. <a href="#">Plan Bay Area 2050   Metropolitan Transportation Commission (ca.gov)</a>. Also: <a href="#">Plan Bay Area 2050+</a></p> <p>Natural Resources Defense Council (NRDC). 2009 <a href="#">NRDC: Communities Tackle Global Warming - A Guide to California's SB 375</a></p> <p>3) Natural Resources Defense Council (NRDC). 2012. <a href="#">A Bold Plan for Sustainable California Communities: A Report on Implementation of SB 375</a>. At: <a href="http://nrdc.org/globalwarming/sb375/implementation-report/files/implementation-report.pdf">nrdc.org/globalwarming/sb375/implementation-report/files/implementation-report.pdf</a></p> <p>4) TEXT, Ch. 6, Sciara, G.&amp; Handy. “Regional Transportation Planning.”</p> <p>5) <a href="#">SB 150 Data Dashboard</a> on changes in key indicators since SB 375 at: <a href="#">Tracking Progress - Sustainable Communities   California Air Resources Board</a></p>	Weekly Memo (due Oct. 15)
10 Oct. 23, 2024	Transport Planning: International Experience	<p>1) ) Lee, R. &amp; C. Rivasplata. 2001. “Metropolitan Transportation Planning in the 1990s: Comparisons and Contrasts in New Zealand, Chile, and California.” (on Canvas)</p> <p>2) United Kingdom. Department for Transport. 2011. <a href="#">Creating Growth, Cutting Carbon</a>, Ch. 6, 51-67. At: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/3890/making-sustainable-local-transport-happen-whitepaper.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/3890/making-sustainable-local-transport-happen-whitepaper.pdf</a></p> <p>3) Cervero, R., E. Guerra &amp; S. Al. 2017. “The Global South.” <i>Beyond Mobility</i>, Ch. 9, 16.</p>	Weekly Memo on Diversity, Equity, and Inclusion—instructors will make readings available (due Oct. 22)

Week/Date	Topic	Reading	Memo/Paper Due
11 Oct. 30, 2024	Midterm Exam	None	E-mailed Oct. 30 due back Oct. 31
12 Nov. 6, 2024	Intercity Transport, High-Speed Rail, and Freight Transport	1) TEXT, Ch. 2, Dablanc D. & J-P. Rodrigue, "The Geography of Urban Freight." 2) Cambridge Systematics. 2013. <i>The San Joaquin Valley Interregional Goods Movement Plan</i> . (On Canvas). 3) Panero et al. 2011. " <a href="#">Urban Distribution Centers...</a> " at <a href="http://wagner.nyu.edu/files/rudinc/enter/NYSERDA%20UDCs%20Final%20Report%202011-%201.pdf">http://wagner.nyu.edu/files/rudinc/enter/NYSERDA%20UDCs%20Final%20Report%202011-%201.pdf</a> 4) Metropolitan Transportation Commission. 2016. <a href="#">San Francisco Bay Area Goods Movement Plan</a> at: <a href="http://mtc.ca.gov/sites/default/files/RGM_Exec_Summary.pdf">http://mtc.ca.gov/sites/default/files/RGM_Exec_Summary.pdf</a> 5) California High-Speed Rail Authority <i>2024 Business Plan</i> . (On Canvas).	Term Paper Summary & Bibliography
13 Nov. 13, 2024	Engagement Activity	None	Written Summary and Presentation
14 Nov. 20, 2024	Future Transport	1) TEXT: Ch. 14, Guiliano, G., & S. Hanson, "Looking to the Future."	
Nov. 27, 2024	No Class (Thanksgiving)		
15 Dec. 4, 2024	Term Paper Project Careers in Transport	None	Final Term Paper

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