Professor: Kelcie Ralph, PhD

Class: Monday 9:50 am to 12:30 pm
   Room 369
   Civic Square Building

Office Hours: Tuesdays 1:15 to 3:15 pm (sign up on my office door) or by appointment
   Room 369 in Civic Square Building

Email: kelcie.ralph@ejb.rutgers.edu

COURSE DESCRIPTION

CATALOG DESCRIPTION

Overview of major policy issues in urban transportation systems; interdependence of transportation with urban land-use patterns. Problems of the present auto-dominated system examined, and alternative solutions analyzed in the context of the changing political/institutional environment.

COURSE SYNOPSIS

How should we deal with congestion? What is accessibility and how is different from mobility? What does this distinction mean for policy? Who should pay for transportation projects? How should they pay and how much should they pay? What will new technological developments like driverless cars mean for cities?

In this course we address these and other important transportation questions. This is the foundational transportation course at Rutgers. The course deals with a variety of topics and themes that all tie in to the management of transportation systems in the 21st century.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Describe the key issues in transportation planning
2. Translate findings from technical sources into accessible prose for policymakers and the public
3. Evaluate competing claims and conflicting evidence to assess transportation issues
4. Collect data to inform transportation decision-making
5. Recommend a course of action for transportation issues

Assessment of these objectives will be accomplished by:

- Analytical memo: Links with objectives 1, 2, 3, 4, and 5
- Explainer video: Links with objectives 1 and 2
- Oral final: Links with objectives 1, 2, 3, and 5
- Class participation: Links with objectives 1, 2, 3, 4, and 5
- Walk score: Links with objectives 1, 2, and 4
LEARNING METHODS

Class is structured for participatory learning. Each session will contain a mix of lectures and structured activities. The lectures will expand on, but not summarize, material covered in the readings. The remaining class time will be spent exploring, analyzing, discussing, critiquing and synthesizing these issues.

COURSE MATERIALS

There is no textbook for the course. I will provide course materials on Sakai.

SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class session</th>
<th>Memo</th>
<th>Deliverables</th>
</tr>
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<tbody>
<tr>
<td>W1</td>
<td>Sept 6  Introduction to key issues</td>
<td></td>
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<tr>
<td>W2</td>
<td>Sept 13  Mobility and Access</td>
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<tr>
<td>W3</td>
<td>Sept 20  Transportation planning process</td>
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<td>W4</td>
<td>Sept 27  Congestion</td>
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<tr>
<td>W5</td>
<td>Oct 4   Congestion pricing</td>
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<tr>
<td>W6</td>
<td>Oct 11  Parking minimums</td>
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<tr>
<td>W7</td>
<td>Oct 18  Curb management/Freight</td>
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<tr>
<td>W8</td>
<td>Oct 25  Transit 1</td>
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<tr>
<td>W9</td>
<td>Nov 1   Transit 2</td>
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<tr>
<td>W10</td>
<td>Nov 8   Road system performance</td>
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<td></td>
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<tr>
<td>W11</td>
<td>Nov 15  No class: Work on videos &amp; final</td>
<td>Final</td>
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<tr>
<td>W12</td>
<td>Nov 29  Finance/Film Festival part 1</td>
<td>Video</td>
<td></td>
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<tr>
<td>W13</td>
<td>Dec 6   Disruptions/Film Festival part 2</td>
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<tr>
<td>W14</td>
<td>Dec 11-15 Oral Finals</td>
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**Note:** Wednesday November 22 we do not have class. Rutgers operates on a Friday schedule.

COURSE REQUIREMENTS

ASSIGNMENTS

<table>
<thead>
<tr>
<th>Points</th>
<th>Work</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>6</td>
<td>Individually</td>
<td>Sept 13th</td>
</tr>
<tr>
<td>6</td>
<td>Individually</td>
<td>Oct 11th</td>
</tr>
<tr>
<td>24</td>
<td>In teams of 4</td>
<td>Varies</td>
</tr>
<tr>
<td>15</td>
<td>In teams of 2</td>
<td>Nov 29th</td>
</tr>
<tr>
<td>27</td>
<td>Individually (You may prepare together)</td>
<td>Dec 13th-20th</td>
</tr>
<tr>
<td>21</td>
<td>Varies</td>
<td></td>
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</tbody>
</table>

Total Points: 99
WALK SCORE

Work individually to review the assigned texts, explore the Walk Score website, and reflect on the importance of transportation.

CAREER PLAN

The career opportunities available in transportation planning are so numerous and wide-ranging as to be somewhat overwhelming. The aim of this assignment is to jumpstart your career search by having you reflect on your long-term goals and by having you identify steps to achieve those goals.

ANALYTICAL MEMO AND PRESENTATION

Work in teams of four to prepare an analytical memo on a transportation planning issue (topic list provided in class). This will require:

- Researching and collecting data on an issue
- Making a policy recommendation
- Communicating your findings

Each group completes one memo. Sign-ups for memo topics will take place during the second class session.

VIDEO

Work in teams of two to explain a transportation planning concept to the public or to policymakers.

ORAL FINAL EXAMINATION

This exam is intended to (1) encourage you to do all of the required readings, (2) help you synthesize the wide array of material presented in this course, and (3) practice presenting your work orally. On November 15th I will distribute six questions. Graduate students must prepare responses for all six questions. Undergraduate students must prepare responses for any four of the questions. Exams will take place in groups of three during a 60 minute block. Each group will sign up for a time between December 7th and 15th. You will be asked present on one topic (drawn at random) and to respond to questions from your two other classmates. In turn, you will ask your classmates about their presentations. The exams will be graded on both the effectiveness of your presentations, questions, and responses.

CLASS PARTICIPATION

In the classroom: You are expected to participate in class-wide discussions. Each day, I will bring a seating chart. If you are prepared to be called on during class, you should circle your name on the chart. If you are unprepared, you need not do so. If you circle your name in 8 or more classes, you will receive 10 points. If you circle your name in 5-7 classes, you will receive 5 points. If you circle your name in 4 or fewer classes, I will subtract 5 points from your score. I reserve the right to remove your name from the list of circled students if I call on you and it is obvious that you are woefully underprepared.

In groups: Class consists of many group-level discussions and activities. Being a strong group member requires 1) preparing for class by reading the assigned materials, 2) contributing actively in the discussion, 3) listening to other group members (you may need to actively solicit their input), and 4) reflecting on your ideas and the ideas of others. As you work in groups, I will circulate to observe your contributions.
GRADES

Assignment grades:

<table>
<thead>
<tr>
<th>% of points earned</th>
<th>Example: Walk Score</th>
<th>Example: Video</th>
</tr>
</thead>
</table>

✓ - Did not meet the requirements.
   Content is inaccurate and/or writing is unclear, poorly organized, unoriginal, or error-prone. 33% 2 5

✓ Met the requirements.
   Content is accurate and writing is clear, well-organized, original, and generally free of spelling and grammar errors. 66% 4 10

✓ + Exceeded the requirements.
   Content is accurate and insightful. Writing is engaging. 100% 6 15

Overall grades:

<table>
<thead>
<tr>
<th>Score</th>
<th>What you need to do to earn this grade:</th>
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</thead>
<tbody>
<tr>
<td>B</td>
<td>60 to 74%</td>
</tr>
<tr>
<td>B+</td>
<td>74 to 83%</td>
</tr>
<tr>
<td>A</td>
<td>≥84%</td>
</tr>
</tbody>
</table>

Lower scores on assignments will earn lower grades (C+, C, D, or F). Note that incomplete grades can only be assigned to students who experience unforeseen circumstances.

In my experience, grades are generally evenly distributed: a third of students earn A’s, a third B+, and a third B’s. However, the class is not graded on a curve. Assisting your peers will not harm your grade.

LATE WORK

In general, I will not accept late submissions. In exceptional cases, please contact me about an extension.
COURSE POLICIES

CLASS CONDUCT

I find that students are more engaged when they are not distracted by their computers or cell phones. As such, laptops and mobile phones are not allowed in class. While I understand that many students prefer to take notes on their electronic devices, you will not be allowed to do so on this class for two reasons. First, the literature on learning indicates that students retain more information when they take notes by hand.\(^1\) Second, electronic devices provide an incredible strong temptation to multi-task and understanding falters when we multi-task.\(^2\)

Taking notes and organizing material in your own words fosters learning. As such, I will not share lecture notes or slides. I recommend taking notes in class and speaking to a classmate if you miss material.

ATTENDANCE

Students are expected to attend all classes; if you expect to miss a class, please use the University Absence Reporting website (https://sims.rutgers.edu/ssra/) to indicate the date and reason for your absence. An email will automatically be sent to the instructor from this system. Note that if you must miss classes for longer than one week, contact the Associate Dean of Student Services (Steve Weston).

ACADEMIC INTEGRITY

Academic honesty and intellectual integrity are fundamental to the process of learning and to evaluating academic performance. This is the responsibility of all members of the university, and students share the responsibility for creating and maintaining an atmosphere of honesty and integrity. If you have any doubt about what constitutes academic integrity, consult: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

I have a zero tolerance policy on plagiarism. If you plagiarize work you will receive an F on the assignment and I will report you to the administration. To avoid plagiarism, I highly recommend taking notes on the readings in your own words. When you write a paper or exam answer, consult your notes, not the original text. This way you will not accidentally reproduce someone else’s work.

DISABILITY SUPPORT

Students with disabilities are encouraged to seek academic adjustments through the Office of Disability Services (ODS). If you plan to seek accommodations, please speak with me as soon as possible and follow the procedures outlined here: https://ods.rutgers.edu/students/applying-for-services. If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available on campus that can help diagnosis a previously undiagnosed disability.

The Rutgers Office of Disability Services is located at Lucy Stone Hall (Suite A145) on the Livingston Campus. ODS can be reached by phone (848-445-6800) or by email (dsoffice@echo.rutgers.edu).

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