Course Synopsis

The course
This course is a research-oriented course for graduate students, focusing on the ways in which transportation decisions, infrastructures, policies, or transportation-related issues (such as urban sprawl) intersect with concerns about social justice/equity/fairness.

Your task
Your main task in the course will be to immerse yourself in one area of scholarly research related to transportation and equity/justice/fairness/etc. You will spend the semester learning about your topic and drafting, in stages, a scholarly publication related to that topic. I expect that most students will do an empirical analysis with existing data, though other types of papers are certainly allowed, including literature reviews (if no up-to-date review exists) or papers involving original data collection (though these are considerably harder to do well).

My task
My task will be twofold. First, I will prepare weekly readings (these may change as I begin to get a sense of what you’re most interested in) that I will expect you to discuss in class. Some weeks, I may do some lecturing on the readings or on other research not covered in the readings. But principally, my job will be to help you write the best scholarly paper you can. I will do this by discussing paper ideas and progress in class (when appropriate) as well as by giving you feedback along the way as you propose and then begin to prepare your manuscripts.

What you get from this
You should finish the course with a mastery of various subjects, including: the suburbanization of jobs and poor households, and what that means for transportation; jobs-housing balance; transportation funding equity; environmental justice and transportation; race and transportation; gender and transportation; and other topics as appropriate given your interests.

Furthermore, when I taught this course previously, about half of my students submitted the papers they wrote for this class to the Transportation Research Board (TRB) conference, and several were accepted and presented their papers there. I expect some of you will do the same. This is a great experience and it looks great on your resume.

Assignments and grading
You will submit a research proposal after our second class. Along the way, I will ask you to submit drafts of your paper (20% of grade). Your final paper will count as 40% of your grade. A polished research presentation in the final week(s) of class will be weighted at 20% of your grade. Class participation will be very important in this class, and will count toward 20% of your grade.
Course schedule
Please note that this course will change as your research goals are developed. The readings listed below are a starting point for the class. I will add and subtract as needed to guide your research, and may change the topic sequencing as needed.

Week 1. Research design and transportation data

This week I will discuss research design, research ethics, and will present tips on surviving the IRB process. Come prepared to discuss one or more ideas for your research paper. We will workshop your ideas in class. As appropriate, I will demonstrate datasets available for your research. We will also discuss gathering your own data.

Week 2. Urban spatial structure and the poor


Optional:


Research proposals are due by the end of the week.

Week 3. Transportation and the poor


Optional:

**Week 4. Defining and measuring accessibility**


**Week 5. Transportation and economic outcomes for individuals**


Smart, Michael, and Nicholas Klein. (in press 2018). “Disentangling the role of cars and transit in employment and earnings”

**Week 6. Spatial Mismatch I**


**Week 7. Spatial Mismatch II**


**Week 8. Gender and transportation**


Optional:

**Week 9. Transportation and gentrification**


**Week 10. Bikes and gentrification**


**Week 11. Funding**


**Week 12. Transportation expenditures**

Week 13. Transportation and the environment


Week 14. Student Presentations

*Students will have 12 minutes to present their research, which is about the typical duration of a TRB presentation. Following each presentation, there will be a short question and answer period (about five minutes). Please practice your timing so that you communicate your narrative clearly and fully in the time allotted.*