URBAN TRANSPORT POLICY (FALL 2016)

Bloustein School of Planning and Public Policy

Professor: Kelcie Ralph, PhD

Course: Graduate: 970:555
Undergraduate: 762:472
3 credits

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

Office Hours: Tuesdays and Thursdays 2-4 pm
Room 358
Civic Square Building

Email: Kelcie.ralph@ejb.rutgers.edu

COURSE DESCRIPTION

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.

COURSE REQUIREMENTS

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.\textsuperscript{1} Second, electronic devices provide an incredible strong temptation to multi-task and understanding falters when we multi-task.\textsuperscript{2}

Taking notes and organizing material into your own words fosters learning. As such, I will not share lecture notes or slides. I recommend taking notes in class. If you miss class for any reason, make sure to get the materials you missed from a classmate.

TEXTS:

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

ABSENCES:

Students must be in class to participate in discussions, take quizzes, or submit reflection papers. As such, attendance is required. Students who miss class will receive a zero for participation that day and will earn a zero on any quizzes (if applicable). Reflection pieces may be emailed to me by the start of class. I drop the lowest score for quizzes and reflection pieces, so if you only miss one class, you can drop your scores for the missed session.

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.

The book They Say, I say has excellent advice on summarizing and quoting materials properly (Chapter 2 “Her point is”: The art of summarizing and Chapter 3 “As he himself puts it” The art of quoting). I highly recommend reading those chapters before your first written assignment.

\textsuperscript{1} http://www.scientificamerican.com/article/a-learning-secret-don-t.Take-notes-with-a-laptop/
\textsuperscript{2} http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html and http://www.facultyfocus.com/articles/teaching-professor-blog/multitasking-confronting-students-with-the-facts/
<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Number of points</th>
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<tr>
<td>Analytical memo</td>
<td>20 points</td>
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<td>Policy brief</td>
<td>15 points</td>
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<td>Opportunity score</td>
<td>5 points</td>
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<td>Position piece on finance</td>
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<td>Oral final</td>
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<td>Class participation</td>
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<td>Career research</td>
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<td><strong>Total Points</strong></td>
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**SUBMITTING YOUR WORK**

All assignments must be submitted electronically on Sakai and in hard copy to my office (if I am not there, please slide your paper under my door). All papers should be double-spaced with one-inch margins and written in Calibri size 11 font. Please number your pages, list author name in the top left corner, and clearly note the word count. It is essential to practice brevity. To that end, I will stop reading (and grading) your paper when I have reached the word count.

**ANALYTICAL MEMO (IN TEAMS OF THREE) (25 POINTS)**

Work in teams of three to prepare an analytical memo from the five options provided (topic list provided in class).

To successfully prepare an analytical memo, you and your group must collect and analyze data. Some data will take the form of statistics from local, state, or federal sources. In other cases you will collect data by reviewing documents. Finally, some memos will require you to collect data yourself by visiting a site and making observations.

The main body of the memos should be 2,000 to 3,000 words in length. You must also include a brief executive summary. Your title page, executive summary, bibliography, and appendices do **not** count in the word limit.

**POLICY BRIEF (IN TEAMS OF TWO) (15 POINTS)**

Work with a partner to prepare a policy brief from the five options provided (topic list provided in class).

Unlike an analytical memo, a policy brief does not require you to collect or analyze data. Instead, in a policy brief you must synthesize the work of others to explain an issue and propose a course of action.

The main body of the brief should be 1,500 to 2,500 words in length. Your title page and bibliography do **not** count in the word limit.
OPPORTUNITY SCORE (5 POINTS)

Visit https://labs.redfin.com/opportunity-score and find the Opportunity Score for three different locations. You may choose three different areas entirely, three different places within the same metro area, or some combination of the two.

First, report your Opportunity Score in each location here: https://goo.gl/forms/44jHSi5uwkeKBnWq2

Second, reflect on your scores and the assigned reading to answer the following questions in a short essay of 750 to 1,000 words.

- What were your results?
- What do your results indicate?
- How do you interpret your findings?
- What do you think of this tool?
- How might it be used?
- How could it be improved?

A short essay is by no means an easy essay. Be sure to edit your work carefully. Feel free to use the first person (In my opinion... I believe, etc.).

To learn more about the Opportunity Score:

- From Redfin: https://www.redfin.com/blog/2016/06/introducing-opportunity-score.html#how
- From Streetsblog: http://usa.streetsblog.org/2016/06/28/opportunity-score-shows-best-places-to-find-a-job-without-owning-a-car/#more-369549
- Video from the Expanding Opportunity with Open Data Event: (relevant content starts at 1:07:30). https://www.youtube.com/watch?v=rwES25_sL0E

POSITION PIECE ON FINANCE (IN TEAMS OF 3 TO 4) (10 POINTS)

You will be assigned a role (member of the governor’s staff, environmental group, equity group, or a chamber of commerce). Research the available options for funding transportation in New Jersey. How do you think we should proceed? Why?

As a team, prepare a two-page position piece supporting your preferred option.

As an individual, please prepare a three-minute speech in support of your position. One or more members from each team will make a short speech in class supporting their view. Make sure to introduce yourself and your assigned organization.

CAREER PREPARATION (10 POINTS)

The career opportunities available in transportation planning are so numerous and wide-ranging as to be somewhat overwhelming. To jumpstart your career search, you should begin researching careers as soon as possible. Krystyn Kitto is the director of Career Services here at Bloustein. She has assembled a number of resources on the careers website and offers a number of events to help you identify a career path. Draw on these and other resources to write an essay of 1,500 to 2,000 words addressing the following questions:

- What are your long-term career goals?
- What do you hope to be doing in 5 years? In 15 years?
- Be as specific as possible in terms of:
  - the industry
  - the sector (private, non-profit, government, etc.)
• the role (technical, management, etc.)
• the region where you would like to live

• How do you plan to achieve those goals?
• Identify three firms, government agencies, non-profits, or advocacy organizations that you would like to work for. What types of positions could you reasonably fill upon graduating? What skills will you need? Which of those skills do you already have? Which do you need?

In preparing your career plan, I strongly recommend conducting an informational interview. This is an excellent chance to draw on our alumni network. Resources and advice about informational interviews:


**ORAL FINAL EXAMINATION (35 POINTS)**

Planners must regularly present their work, analyses, conclusions, and proposals in public settings. The oral final examination gives you a chance to practice those skills.

The 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 16th. 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. At the conclusion of the 10th week of class, I will distribute a set of about 10 questions for which you should prepare oral responses. You will be asked to give a presentation on one of these questions (drawn at random) and to respond to questions about your presentation from two other classmates. You will also query your two classmates on their presentations. The exams will be graded on both the content and effectiveness of your presentations, questions, and responses.

**CLASS PARTICIPATION (10 POINTS)**

You are expected to participate in class discussions and activities. Class participation can affect your grade in a positive or negative manner. Each day, I will bring to class 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 8 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. I will solicit student participation both by calling for volunteers and by calling on students without asking for volunteers.

You may earn up to two extra points for exceptional class participation. Note that more engagement does not equate to exceptional engagement. I am looking for engagement with the readings/lectures and engagement with the points of your peers. See Chapter Twelve “I take your Point” in They Say, I Say for advice on entering class discussion.
## SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class session</th>
<th>Deliverables</th>
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<tbody>
<tr>
<td>W1</td>
<td>Sept 7</td>
<td>Identifying the key issues in transportation</td>
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<td>W2</td>
<td>Sept 14</td>
<td>Mobility, Access, and Transportation disadvantage</td>
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<td>W3</td>
<td>Sept 21</td>
<td>Transportation planning process</td>
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<td>W4</td>
<td>Sept 28</td>
<td>Congestion</td>
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<td>W5</td>
<td>Oct 5</td>
<td>Road system performance</td>
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<td>W6</td>
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<td>Parking</td>
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<td>W7</td>
<td>Oct 19</td>
<td>Finance</td>
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<td>W8</td>
<td>Oct 26</td>
<td>Pricing tools</td>
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<td>W9</td>
<td>Nov 2</td>
<td>Biking and walking</td>
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<td>Guest Lecture: Sean Meehan</td>
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<td>W10</td>
<td>Nov 9</td>
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<td>W11</td>
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<td>W12</td>
<td>Nov 23</td>
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<td>W13</td>
<td>Nov 30</td>
<td>Freight</td>
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<td>W14</td>
<td>Dec 7</td>
<td>Disruptions</td>
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<td>Policy brief #5</td>
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READEDS

WEEK 1: IDENTIFYING THE KEY ISSUES IN TRANSPORTATION


WEEK 2: MOBILITY, ACCESSIBILITY, AND TRANSPORTATION DISADVANTAGE


Browse: JARC program at NJTPA http://www.njtpa.org/project-programs/mobility-programs/jarc-new-freedom


WEEK 3: TRANSPORTATION PLANNING PROCESS


Browse: Statewide Transportation Improvement Plan http://www.state.nj.us/transportation/capital/stip1625/

WEEK 4: CONGESTION


**WEEK 5: MEASURING ROAD SYSTEM PERFORMANCE/EVALUATING TRANSPORTATION PROJECTS**

Osborne, Beth et al. (2015) “Measuring What We Value” Transportation for America.


**WEEK 6: PARKING**


**WEEK 7: TRANSPORTATION FINANCE (LOOKING FORWARD)**


For fun: John Oliver Infrastructure [https://www.youtube.com/watch?v=Wpzvaqypav8](https://www.youtube.com/watch?v=Wpzvaqypav8)

**WEEK 8: PRICING TOOLS**

Pierce, Gregory and Donald Shoup (2013) “SFpark: Pricing Parking by Demand” Access 43(Fall).


Burris, Mark and Bill Stockton (2004) HOT Lanes in Houston-Six Years of Experience” Journal of Public Transportation 7(3).

**WEEK 9: BIKING AND WALKING**


**WEEK 10: TRANSIT**


**WEEK 11: MORE TRANSIT**


**WEEK 13 FREIGHT/LOGISTICS**


**WEEK 14: DISRUPTIONS (AUTONOMOUS VEHICLES AND UBER)**


NACTO (2016) “Ride-hailing services: Opportunities and challenges for cities”

Project for Public Spaces (2016) “Self-Driving Cars: Futurama 2.0 or Cities for People?”