SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 226: REGIONAL TRANSPORT PLANNING
URBP 178/ENVS 178: INTRO. TO REGIONAL TRANSPORT PLANNING
FALL 2016

Instructors: Dr. Richard Lee and Dr. Charles Rivasplata
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Office hours: Wednesdays, 6:15-7:15 p.m.
Class days/time: Wednesdays, 7:30-10:00 p.m.
Classroom: Washington Square 155
Prerequisites: URBP 226: Instructor consent
URBP 178/ENVS 178: Upper division standing
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 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.

Course Description and Course Learning Objectives:

This course examines planning and policy-making 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 expensive and 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 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.

The instructors will provide a list of possible engagement activity opportunities early in the semester.
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 past, present, and future in 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 Components can be found at: http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html.

Required Course Texts to Purchase


This textbook will be available at the SJSU Campus Bookstore.

Course Assignments and Grading Policy

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

<table>
<thead>
<tr>
<th>Assignments and Graded Activities</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Tracking Travel Behavior (exercise in which students track weekly travel patterns)</td>
<td>15</td>
<td>2 &amp; 3</td>
</tr>
<tr>
<td>Weekly Memos (10)/Class Participation (memos on weekly readings/regular class involvement)</td>
<td>15</td>
<td>All</td>
</tr>
<tr>
<td>Midterm Exam (November exam distributed via e-mail)</td>
<td>20</td>
<td>1, 2, 3, 4, 5 &amp; 6</td>
</tr>
<tr>
<td>Final Term Paper (15-20 pp.)/Informal Presentation (presentation covers an aspect of the paper)</td>
<td>25</td>
<td>All</td>
</tr>
<tr>
<td>Engagement Activity Summary/Presentation (semester-long class project in which the student observes and reports on the activities of a local agency).</td>
<td>25</td>
<td>Varies, depending on student activity</td>
</tr>
</tbody>
</table>

Additional details on each assignment will be distributed as 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 midterm 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 each student’s total numeric score into a final grade for the course:

A+ (96 to 100); A (93 to 95); A- (90 to 92); B+ (87 to 89); B (84 to 86); B- (81 to 83); C+ (78 to 80); C (75 to 77); C- (72 to 74); D+ (69 to 71); D (66 to 68); D- (63 to 65); F (below 63).

Other Grading and Assignment Issues

All classwork received late will be marked down accordingly.

Weekly Memos (10): If received within the first 24 hours after the scheduled deadline, they will be marked down 0.2 point (from a total of one point per memo). Thereafter, it will be marked down according to the following schedule:

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 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, except where mentioned on Assignment 1 and the Midterm.

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.

Because 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 of 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 later in the semester.

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

- **Assignment 1** entails tracking your travel behavior and that of another person’s over a period of two days. Assignment 1 will be due September 14 at 7:30 p.m. and a maximum of 15 points will be awarded.

- **Class participation** grades will be based on active contributions to class discussions that reflect course readings and critical thinking. During Weeks 2-10, 12 and 13, students will be required to submit a half-page summary/reaction memo for one of the assigned readings by 5:00 p.m. on the day before class. A maximum of 15 points will be awarded: one point for each summary/reaction memo and up to five 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 November 2 at 6:00 p.m. and will be due back (via e-mail) on November 3 at 9:00 p.m. A maximum of 20 points will be awarded.

- **Engagement Activity** 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 you choose, these hours may be either spread evenly throughout the semester, or clustered. On November 30 at 7:30 p.m., each student enrolled in the course will be required to turn in a summary of her/his Engagement Activity and give a five-minute presentation to the class on the major findings and lessons learned. The Engagement Activity will be further explained and a grading rubric for the Summary and Presentation (provided by each student in November) will be provided by the end of September. A maximum of 25 points will be awarded.

- **Term Paper Project** will cover a regional transport theme or issue focused on in the term project. The student will be expected to submit a 15-20 pp. (double-spaced) final term paper to the instructors on December 7 at 7:30 p.m. and to give a short, informal presentation on one of its major aspects. A detailed grading rubric for the Final Paper will be provided by the end of September. A maximum of 25 points will be awarded.

Here are some possible subject areas for term paper projects:

1. Sustainability and Transport
2. Transport, Land Use and Climate Change (e.g., SB 375)
3. Improving Access at San José State and its Environs.
4. Policy Analysis of Gender, Aging and Other Demographic Transport Issues
5. Analysis of the Prospects for Public Transport in California and Its Cities
6. Analysis of the Prospects for High Speed Rail in California
7. Policy Analysis of Road and Parking Pricing Options
8. Getting More From Less: Management of Transport Systems and Travel Demand
9. Land Use and Urban Form Policy in Relation to Travel Demand
10. The Future of the Automobile
11. The Future of Public Transit
12. Transport and the Environment: Internalizing the Externalities
13. Telecommunications and Transport
14. Plan Bay Area (the Bay Area’s Regional Transport Plan)
15. Other Subject Areas by Mutual 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. In the event that 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 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 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 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 reference 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. See in particular the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

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.

**Library Liaison**

The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at: toby.matoush@sjsu.edu or 408-808-2096.
(We will announce any changes in class).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Memo/Paper Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 24, 2016</td>
<td>Brief Overview</td>
<td>Syllabus; other handouts</td>
<td>None</td>
</tr>
<tr>
<td>Sep. 7, 2016</td>
<td>History and Current Policy</td>
<td>1) TEXT: Chapter 3, Muller, P. &quot;Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis.” 2) PDF-R: complete “Introduction and Overview” readings, through Altshuler.</td>
<td>Weekly Memo (due Sep. 6); Engagement Activity Outline</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
<td>Memo Due</td>
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</tbody>
</table>
2) Litman, T. 2016. "Smart Congestion Relief" (pp. 3-11), Victoria Transport Policy Institute.  
http://vtpi.org/cong_relief.pdf  
| Oct. 12, 2016 | Transport Finance                                  | 1) TEXT, Chapter 11, Taylor, B. “Urban Transportation Finance”  
http://www.mtc.ca.gov/planning/plan_bay_area/  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Source/s</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Nov. 2, 2016</td>
<td>Midterm Exam</td>
<td>None</td>
<td>Exam e-mailed on Nov. 2 (6 pm), due back Nov. 3 (9pm)</td>
</tr>
<tr>
<td>Nov. 9, 2016</td>
<td>Intercity Transport and High Speed Rail</td>
<td>1) TEXT, Chapter 2, Leinbach, T. “City Interactions: The Dynamics of Passenger…” 2) High-Speed Rail Readings TBA</td>
<td>Weekly Memo (due Nov. 8) Topic Summary &amp; Bibliography</td>
</tr>
<tr>
<td>Nov. 23, 2016</td>
<td>NO CLASS (Thanksgiving)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Nov. 30, 2016</td>
<td>Engagement Activity</td>
<td>None</td>
<td>Written Summary and Presentation</td>
</tr>
<tr>
<td>Dec. 7, 2016</td>
<td>Term Paper Project</td>
<td>None</td>
<td>Final Term Paper and Presentation</td>
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