SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 226 / URBP 178 / ENVS 178
FALL 2014

Instructors: Drs. Richard Lee and 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: Sweeney Hall 411
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 transportation institutions and policies at the metropolitan, state, and federal levels. Assessment of the current challenges facing regional transportation systems and evaluation of different planning and policy approaches proposed to improve the performance of regional transportation systems.

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

Course Description and Course Learning Objectives:

This course examines planning and policy-making for transportation systems, with particular attention to regional transportation. We consider theory and practice, as well as the wide gap between them. The historical evolution and development of key transportation institutions, policies, and methods are analyzed, using examples from California, the United States and abroad. The many roles of transportation planning – technical, mediating, advocacy, and political – are examined. Passenger and urban transportation 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 transportation planning issues and policy debates.

This course is intended to help prepare students for employment as a transportation planner or a transportation 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 transportation services. This course alone will not, however, prepare students for more specialist transportation positions.
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 transportation policy and planning. The region is in many ways the proper scale for transportation planning, since daily travel occurs with little regard for city borders.

Moreover, the principal economic rationale of metropolitan areas is that they save transportation 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 transportation 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 transportation investments are those that serve 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 transportation 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 transportation systems
4. Characterize the broad outline of the history of transportation planning and institutions, as well as the evolution of transit, street and highway systems
5. Describe the scope of transportation and its environmental impact; analysis and mitigations.
6. Describe alternative approaches to financing transportation projects and services
7. Describe the role of national, regional and local planning in establishing transportation policies and priorities
8. Work as a transportation planner or a transportation 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 transportation planning. The goals for this engagement activity include:

- Providing the student direct contact with the transportation planning profession, and people involved in and affected by transportation planning
- Familiarizing the student with transportation 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 transportation and the planning process the student will gain insight into both the limits and possibilities of transportation 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 and 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 PAB 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/Class Participation (memos on weekly readings/regular class involvement)</td>
<td>15</td>
<td>All</td>
</tr>
<tr>
<td>Midterm Exam (October 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.

San José State University

Urban and Regional Planning Department
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 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: 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 own and one other person’s travel behaviors over a period of two days. The full text and instructions for Assignment 1 will be provided by the second meeting.

**Class participation** grades will be based on active contributions to class discussions that reflect course readings and critical thinking about course themes. Students will be required to submit a half-page summary/reaction memo each week for one of the assigned readings. In all, a maximum of 15 points will be awarded: one point for each summary/reaction memo (related to a weekly reading) and up to four points for class participation during the semester.

The take-home **Midterm Exam**, which will cover all class material and discussion covered through the end of October, will be administered via e-mail on October 29 at 6:00 p.m. and will be due back (via e-mail) on October 30 at 9:00 p.m.

The **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. At the end of the term, each student enrolled in URBP 226 will be required to turn in a summary/reaction memo (related to a weekly reading) and give a five-minute presentation to the class on the principal 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.

The **Term Paper Project** will cover a regional transportation 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 10 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.

Here are some possible subject areas for term paper projects:

1. **Sustainability and Transportation**
2. **Transportation, 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 Transportation Issues**
5. **Analysis of the Prospects for Public Transportation 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 Transportation 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. Transportation and the Environment: Internalizing the Externalities
13. Telecommunications and Transportation
14. The Regional Transportation Plan (Plan Bay Area)
15. Other Subject Areas by Mutual Agreement.

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

SJSU’s Policy on Academic Integrity states: “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy 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” (Academic Senate Policy S07-2). The policy on academic integrity can be found at [http://www.sjsu.edu/senate/S07-2.htm](http://www.sjsu.edu/senate/S07-2.htm).

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](http://www.indiana.edu/~istd/overview.html)
- Examples of plagiarism at [www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- Plagiarism quiz at [www.indiana.edu/~istd/test.html](http://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.

**Accommodation for Disabilities**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see US during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must 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 at www.aec.sjsu.edu.

**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; you have not been given any rights to reproduce or distribute the material.

**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.

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. 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. The Writing Center website is located at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter).
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.
URBP 226 / URBP 178 / ENVS 178  
Fall 2014  
Course Schedule

(We will announce any changes in class).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 27, 2014</td>
<td>Brief Overview</td>
<td>Syllabus; other handouts</td>
<td>None</td>
</tr>
</tbody>
</table>
| Sep. 3, 2014  | Deeper Overview                    | 1) TEXT: Preface;  
2) PDF Reader (PDF-R): Begin “Introduction and Overview” readings.                                                                                                                                 | Weekly Memo                      |
2) PDF-R: complete “Introduction and Overview” readings, through Altshuler.                                                                 | Weekly Memo; Engagement Activity Outline |
3) Vigar, G. The Politics of Mobility: Transport, the Environment, and Public Policy, Chapter 8 (pp. 157-188), London: Spon Press, 2002. | Weekly Memo; Assignment 1        |
| Sep. 24, 2014 | Travel Demand Modelling/Forecasting | 1) TEXT: Chapter 5, Johnston, R. “The Urban Transportation Planning Process.”  
2) Beimborn et al, Inside the Black Box.                                                                                                                                                               | Weekly Memo                      |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Oct. 15, 2014| Transportation Finance                     | 1) TEXT, Chapter 11, Taylor, B. “Urban Transportation Finance”  
| Oct. 29, 2014| Midterm Exam                               | None                                                                                                                                       | Exam e-mailed out on Oct. 29 at 6 pm, due back (e-mail) by Oct. 30 at 9 PM                       |
| Nov. 12, 2014| Freight Transportation                      | 1) TEXT, Chapter 2, Leinbach, T. “City Interactions: The Dynamics of Passenger and Freight Flows  
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 26, 2014</td>
<td>NO CLASS (Thanksgiving)</td>
<td>None</td>
</tr>
<tr>
<td>Dec. 3, 2014</td>
<td>Engagement Activity</td>
<td>None</td>
</tr>
<tr>
<td>Dec. 10, 2014</td>
<td>Term Paper Project</td>
<td>None</td>
</tr>
</tbody>
</table>