



## School of Planning, Public Policy and Management



### PPPM 410/510-Transportation Policy (Winter 2024)

#### Basic Information:

**Instructor:** Dr. Shengxiao (Alex) Li, [lsx@uoregon.edu](mailto:lsx@uoregon.edu)

**Meeting Time:** 2-3:20 PM, Tuesdays and Thursdays Jan. 9 – Mar. 14

**Class Location:** 140 ALL

**Office hours:** Tuesdays and Thursdays 3:40 PM- 5:10 PM, Hendricks 107, in-person/virtual, by appointment on [lsx.youcanbook.me](https://lsx.youcanbook.me)

#### Course Descriptions

Transportation policies shape urban spatial structure and impact outcomes ranging from environmental justice to travel behavior to public health. This course provides a foundation in transportation policy and covers topics related to local, state, and federal transportation policy. The course overviews multimodal transportation policy and uses international cases to explore an array of transportation policy issues, including public transportation; the connections between transportation and land use; transportation, the environment, and public health; transportation finance; goods movement policy; transportation technologies; and large transportation infrastructure such as airports. Course assignments challenge students to use the knowledge learned in class to examine real-world transportation policy practices.

**Note:** This course is part of the Sustainable City Year Program (<https://sci.uoregon.edu/sustainable-city-year-program-0>) working with the City of Salem. The course will provide opportunities to work with the City of Salem, the City of Eugene, and the instructor on a series of client projects, independent teaching case development or independent research projects based on students' interests. Detailed project descriptions will be provided on Canvas. Students who are interested in independent research should meet with the instructor and discuss. After the final enrollment, the instructor will ask students to fill out a pre-class survey and ask about their skills and grouping preferences.

#### Learning Objectives

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

1. Describe how transportation policies have shaped our cities;
2. Discuss primary issues in transportation policies globally using real-world cases;
3. Collect and present data using different methods to inform transportation policy decision-making;
4. Issue recommendations for transportation policy for transportation practice.

Assessment of these objectives will be accomplished by:

- Class attendance/readings: Links with objectives 1, 2, 4
- Case presentations, discussions, and reflections: Links with objectives 1, 2, 4
- Research projects: 1, 2, 3, 4

### **Course Materials**

This class uses various materials. The primary books used in this class are:

- Handy, S. (2023). *Shifting Gears: Toward a New Way of Thinking about Transportation*. MIT Press.
- Cervero, R. (1998). *The Transit Metropolis: a Global Inquiry*. Island Press.
- Landis, J. (Ed.). (2022). *Megaprojects for Megacities: A Comparative Casebook*. Edward Elgar Publishing.

Susan Handy's book is one of the most popular publications in urban planning and policy recently, and I recommend students to purchase it or borrow it from the library. The instructor will provide scanned versions of chapters for the other two books. In addition, some cases will be provided from the Lincoln Institute of Land Policy (<https://lincolninst.catalog.instructure.com/>). Other research papers will also be provided.

### **Course Modality**

This is an in-person course: that means that, unlike asynchronous online/ASYNCR WEB courses, we will meet during scheduled class meeting times in classrooms. I will accommodate absences as described in the Absences policy. If you need additional flexibility, UO encourages you to consider ASYNCR WEB courses. If you need accommodation related to disability, you can request those by working with the Accessible Education Center. (<https://aec.uoregon.edu>) Please refer to the above section about Class Attendance to review course policies around attendance.

### **Technical Requirements**

Canvas is the place to go for course information and engagement outside of class time. To access our course Canvas site, log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID. If you have questions about using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone (541-346-4357) or by [live chat on the Live Help webpage](#).

### **Weekly Schedule of Topics and Assignments**

**T 1/9 (Week 1) Course Overview / Case Study Approach/Introduction to Practice**

**Th 1/11 (Week 1) (Workshop 1) Problem definition**

**T 1/16 (Week 2) (Case analysis 1) Transportation and land use interactions I**

**Th 1/18 (Week 2) (Guest lecture) Freight and land use implications in Portland**

**Assignment 1 (1/21) Problem statement**

**T 1/23 (Week 3) (Workshop 2) Teamwork and time management**

**Th 1/25 (Week 3) (Case analysis 2) Transportation and land use interactions II**

### Assignment 2 (1/28) Teamwork plan

T 1/30 (Week 4) (Workshop 3) Literature review/Case development

Th 2/1 (Week 4) (Case analysis 3) Congestion Pricing and Evaluation

T 2/6 (Week 5) (Workshop 4) Data analysis/professional writing

Th 2/8 (Week 5) (Case analysis 4) Value capture in transportation

### Assignment 3 (2/11) Literature review

T 2/13 (Week 6) Mid-term presentation

Th 2/15 (Week 6) (Case analysis 5) Multilevel transportation finance and politics  
(Transportation governance Part I)

### Assignment 4 (2/18): Method

T 2/20 (Week 7) (Case analysis 6) Transit development and gentrification

Th 2/22 (Week 7) (Case analysis 7) Airport planning

T 2/27 (Week 8) (Workshop 7) Data visualization

Th 2/29 (Week 8) (Workshop 5) from results to policy implications

### Assignment 5 (3/3): Results and implications

Th 3/5 (Week 9) (Workshop 6) Poster

T 3/7 (Week 9) (Case analysis 8) Parking policies

T 3/12 (Week 10) (Case analysis 9) Transportation governance Part II

Th 3/14 (Week 10) Final Poster presentation

Final report due: 3/19

**Note:** Readings will be provided one week before the instruction.

## **Assignment Components and Grading**

Students should submit all assignments online via Canvas. All other assignments should be submitted in **Assignments** section on Canvas. If you have technical issues submitting your assignment, take a screenshot of your computer screen showing the error and email me immediately with both the screenshot and assignment attached.

### **An Overview of Assignments**

This course is broken down into two areas of research: case analysis, and transportation research. All courses will provide the skills you will need to work with your group members on those assignments. The purpose of the course project is to apply case analysis and research skills, as well as practice-based transportation knowledge covered during class to a real-world project in a team setting (or on an individual basis based on your preference). You can find more details on each assignment below as well as on Canvas.

Full assignment descriptions are posted on Canvas and will also be discussed in class.

	<u>Share of final grades</u>	<u>Due Date</u>
<b>Class participation and discussion</b>	<b>20%</b>	
<i>Attendance and discussions</i>	<i>15%</i>	
<i>Case/book presentation</i>	<i>5%</i>	
<b>Assignments (5)</b>	<b>45%</b>	
<i>Problem statement</i>	<i>5%</i>	1/21
<i>Team plan</i>	<i>5%</i>	1/28
<i>Literature review</i>	<i>15%</i>	2/11
<i>Method</i>	<i>5%</i>	2/18
<i>Results and implications</i>	<i>15%</i>	3/3
<b>Presentations and report</b>	<b>35%</b>	
<i>Mid-term presentation</i>	<i>10%</i>	2/13
<i>Poster</i>	<i>10%</i>	3/14
<i>Final report</i>	<i>15%</i>	3/19
	100%	

Note that you can choose to resubmit ONE of the ASSIGNMENTS one week after the assignment due.

### Detailed Requirements

**Class Participation (30 %):** Class Attendance and in-class activities (15%) + Case/background information presentation (5%)

**Class Attendance (15 %):** Regular class attendance is essential. As this class is very practical-based and includes hands-on experience, attendance for every class is expected. However, students can miss at most **three** classes regardless of reason. Students are expected to review the slides and class materials which will be uploaded on Canvas after each class. Please stay home and use one of your two absences if you are sick. Every missed class beyond 3 results in 0.5 point off your participation score.

Your success is important to me. If challenges come up for you this term around attendance, please contact me as soon as you can. Together we can identify what resources or strategies might be available to support you and your learning.

In-class discussions/activities are essential in this class. In every class, students are assigned into groups to discuss transportation-related cases and transportation research based on their research projects. The instructor will grade students' discussions based on the group discussion results each week, and provide verbal comments in class.

If students attend classes regularly and contribute actively to the class, they will get 15% of the grades.

**Case/background information presentation (5%):** In each class, students will provide background information about the case we will discuss based on the prompt questions provided before. Students are encouraged to come to office hours to discuss their presentations. Every presentation, in theory, should be fewer than 10 minutes. The instructor will give additional information and feedback.

**Assignments (45 %):** Team plan (5%) + Problem statement (5%) + Literature review (15%) + Method (5%) + Results and implications (15%).

Details of the assignment requirements are posted on Canvas. All assignments are expected to be presented in professional formats and free of grammatical or spelling errors. This is a writing intensive course. All of these assignments are aimed to build your professional writing skills and develop into your final report. If you struggle with writing, I strongly encourage you to use the services of the [Online Writing Lab](#). [Other writing resources are available through the Graduate School](#) and include support such as writing circles, tutoring, writing groups, and more.

**Presentations and report (35%):** As part of PPPM's practice-oriented teaching and learning (Sustainable City Year Program), you will work with the instructor in this class, and other stakeholders (City of Salem, City of Eugene, among others) to develop client-based projects. Students can choose from the developed projects or choose to conduct their teaching case study/independent research based on their own interests and preferences. Representatives from stakeholders and staff of the Sustainable City Year Program will be invited to all the presentations. In the end of the quarter, all the students will finish a report based on this project as a group based on the assignments mentioned before. It includes 10% for the mid-term presentation on 2/13, 10% for a poster presentation on 3/14, and another 15% for the final report which is due on 3/19.

### **Bonus Credits**

The instructor provides several ways for students to get bonus grades up to 2 points through teaching evaluations and additional reading reflections. Teaching evaluation is a great source for the instructor to improve his teaching. All students are encouraged to submit their score and comment evaluations about the course and the instructor for the middle and end of the course. I will give students time in class to finish the surveys, submit proofs, and get bonus grades. Students can upload screenshots to prove the completion of course evaluations and obtain a bonus score of 0.5 for each of the surveys. In addition to surveys, I also provide bonus scores for resubmitting one more assignment worth 15% if the quality of resubmission is significantly improved.

## Writing Expectations

All written assignments are expected to be presented in professional formats and free of grammatical or spelling errors. Writing concisely is a skill. The rubrics that will be used to grade written assignments can be found on the Canvas assignment pages.

A few general guidelines for written assignments:

- **Consider your audience.** Audiences in planning range from field experts (the head of a Department of Planning) to the general public, with little background knowledge of the issue at hand. Keep in mind who you are writing for and choose both your wording and content appropriately.
- **Structure your work.** All assignments and final project report (except for reading reflections) should begin with a brief introduction (background and context) and end with a conclusion (findings, recommendations, etc.). Distinguish between information, findings, conclusions, and recommendations. Information relays facts or other details useful to the reader. Findings summarize important facts. Conclusions interpret facts. Recommendations suggest actions that should be taken in light of findings. Recommendations should be specific, implementable, and should describe actors, timeline and the results sought. Avoid expressing personal opinions not based on factual analysis.
- **Reference Sources.** All ideas or words that are either paraphrased or used directly must be cited, with credit given to the original author. Paraphrased ideas may be cited, while quotes (two or more consecutive words) should be in quotation marks and cited with the author and page number (where applicable). Either footnotes or in-text citations are acceptable. **You should use APA format in this class** ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)).
- **Please use active voice whenever possible.** Do not hesitate to use “I”, “We”.
- **Always Proofread.**

## Grading

95 +	A+		
93-94	A	65-69	C
90-92	A-	60-64	C-
85-89	B+	55-59	D+
80-84	B	50-54	D
75-79	B-	45-49	D-
70-74	C+	0-44	F

Assignments and overall grades correspond to the following standard of professional work: an A or A+ (93-100) represent the highest quality professional work; an A- (90-92) constitutes very good professional work; B+ (85-89) good professional work; B (80-84) adequate professional work that generally meets professional standards; B- (75-79) minimally acceptable quality work that generally falls below standards set for professionals; C+ and lower (0-74) represents work generally unacceptable for professionals. Letter grades are available on Canvas.

Rubrics for each assignment will be posted on Canvas along with full assignment descriptions.

Note that I do not round assignment grades and final grades as I have provided numerous ways (bonus grades, office hours, large proportion of participation scores, a resubmission opportunities) to boost your performance. A grade of 92.9 remains an A-. The reference median grade in my class is either A- or B+.

### **Late Work**

The deadline for the homework except for the reading discussions is **11:59 PM** on the deadline date. Presentations are due **ONE HOUR BEFORE** the class starts. No extension is allowed. Computer problems, other coursework, and job requirements do not qualify for extensions.

However, every student has one opportunity to resubmit **ONLY ONE** of their **ASSIGNMENTS** for a possible grade change **ONE WEEK** after the deadline date. If they submit the second one after the only one, they would get bonus grades up to 1.

### **Class Policies**

#### **Communications**

#### **How will I communicate with you?**

Our class will communicate through our Canvas site. Announcements and emails are archived there, automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications. Announcements are usually time-sensitive, including some local or online events related to our class or scholarship/internship opportunities. **Please ensure that you are signed up to receive course announcements via email or text so that you do not miss important course-related communication.**

Before each class, I will upload a page of an overview of the class on Canvas Modules. During every class, I will preview critical concepts we'll work on that week and a checklist of the week's due dates. You can also find this information on each day's slides. I will post slides **on the same day after the class.**

When I need to get in touch with individual students, I do so through email.

When giving feedback on assignments, I do so in Canvas, and turnaround time for feedback is generally one week.

#### **How can you communicate with me?**

If your question (or comment) is a practical, yes/no one about an assignment, reading, or other component of our class, please inquire your classmates first. If you still feel confused, ask me during, before, or after class. You can also feel free to email me if you cannot find answers.

If your question is about a technical challenge with Canvas or another technology, please contact the UO Service Portal.

If you concern about course content or activities, about something personal, time sensitive, or something else that doesn't feel like it fits above, please reach out to me by email or by attending office hours!

I try to respond to questions within one business day. Please email me again if I did not email you back within two business days.

### **Why should you communicate with me?**

I enjoy talking with students about our course material! Are you confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take UO? Please be in touch! Please also be in touch to tell me how you are doing in the course. If you are having trouble with some aspect of it, I would like to strategize with you. I believe every student can succeed in this course, and I care about your success.

## **Office Hours**

### **When & where**

I will host office hours each week on Tuesdays and Thursdays 3:40 PM- 5:10 PM in 107 Hendricks Hall. I welcome meetings outside my regular office hours as well. Just email me to set a time. I recommend signing up for student office hours at <https://lsx.youcanbook.me> in advance so that you do not have to wait.

### **What**

During office hours, students bring in a wide range of concerns, questions, and successes. We might talk through a specific concept or problem to clarify it, might think together about an issue a student is curious about that relates to the class, might discuss a student's post-graduation goals, might identify more supportive methods to study for a future exam or to begin a project, or any number of other topics. Some students have never been to an instructor's office hours—if that is you, please change that this term by attending! Feel free to come with a peer or join my Zoom if that is useful for you.

Regardless of the format, I look forward to connecting!

## **Classroom Behavior**

**Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing before class, following instructions, and engaging respectfully and thoughtfully with others. Together, we will establish more specific participation guidelines and criteria for contributions in our first weeks of the term.

**Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific



guidelines and protocols to ensure inclusion and equity for all members of our learning community.

**Help Everyone Learn:** Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. We are returning with a range of feelings about and comfort with being in person, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

### **Use of Computers and Cellphones in Class**

Research on learning indicates that students retain more information when they take notes by hand.<sup>1</sup> Electronic devices provide a strong temptation to multi-task, which reduces understanding,<sup>2</sup> and also distract students around you. Taking notes and organizing material in your own words fosters learning. As such, I strongly recommend taking notes by hand in class. Some activities, will, however, require a computer. Please bring a tablet or laptop to class each day to engage in class activities.

Be courteous to your fellow classmates and silence all cellphones prior to class and stow them out of sight. I reserve the right to ask you to leave class if I find you emailing, texting, or using a laptop or other device for non-class related activities.

Please speak to a classmate if you miss material.

### **Absences**

Please refer to **Detailed Requirements for Assignments**: Class participation for details. For students who have extensive absences, you need to note the options you have:

[Withdrawal and Grade Change dates and processes](#). In some cases, the best option is for a student to withdraw or change their grading option while they manage their situation. See [Academic Advising's Registration Decisions page](#) on options for students in terms of withdrawal and grade changes.

[Incomplete](#). If an unexpected situation happens toward the end of the term and a minor but essential requirement hasn't been completed, an Incomplete may be appropriate.

[Student Petitions](#). students also have petition options after the term if they were unable to make changes during the term due to their situation.

### **Academic Integrity**

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<sup>1</sup><http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

<sup>2</sup>[http://www.slate.com/articles/health\\_and\\_science/science/2013/05/multitasking\\_while\\_studying\\_divided\\_attention\\_and\\_technological\\_gadgets.html](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/>

The University Student Conduct Code (available on the [Student Conduct Code and Procedures webpage](#)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at the Libraries' [Citation and Plagiarism page](#).

### **Generative Artificial Intelligence Use**

Students may use GenAI tools in this course only with explicit instructor permission for certain tasks or on certain assignments. In accordance with UO policy, if I believe you've handed in work created in whole or in part by GenAI tools used without permission, I may submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. The bottom line is, unless permission has been given, you should not use GenAI in this course. If in doubt, ask!

### **Accessibility**

The University of Oregon and I are dedicated to fostering inclusive, equitable, and accessible learning environments for all students. The Accessible Education Center (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for a variety of disabilities – apparent disabilities, such as a mobility or physical disability, or non apparent disabilities, such as chronic illnesses or psychological disabilities. If you have or think you have a disability and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; [uoac@uoregon.edu](mailto:uoac@uoregon.edu)) to discuss appropriate accommodations or support. The details of your disability will be kept confidential with the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

### **Accommodations for Religious Observances**

The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the [Student Religious Accommodation Request fillable PDF form](#) and send it to me within the **first two weeks** of the course so we can make arrangements in advance.

### **Your Wellbeing**

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their

life. If you're facing such challenges, you don't need to handle them on your own—there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

[University Health Services](#) helps students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Please contact resources that can help you to thrive and let me know if you need any help connecting.

Academic Learning Services	541-346-3226
Accessible Education Center	541-346-1155
International Students and Scholars	541-346-3206
LGBT Education & Support Services Program	<a href="http://lgbt.uoregon.edu/">http://lgbt.uoregon.edu/</a>
Office of Multicultural Affairs	541-346-3479
Office of Student Life	541-346-3216
SAFE Hotline for Survivor and Victim Support	541-346-SAFE
Veteran Support	<a href="https://dos.uoregon.edu/veterans">https://dos.uoregon.edu/veterans</a>

### **Basic Needs**

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource page](#) for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support.

If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by [scheduling an appointment](#) with an advocate.

### **Respect for Diversity**

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities,

genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students' legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. You may also notify the School of Planning, Public Policy, and Management at [pppm@uoregon.edu](mailto:pppm@uoregon.edu). For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website](#) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website](#) or by phone (at 541-346-3479).

### **Academic Disruption**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated as described on the Inclement Weather webpage.