University Of Toronto @ Scarborough
Department of Social Science
Course Outline – Winter 2011
GGRC18 Urban Transportation Policy Analysis

Instructor: Chuck Hostovsky, PhD, MCIP, RPP
chuck.hostovsky@utoronto.ca
http://www.geog.utoronto.ca/people/faculty/hostovsky/
Course web: Blackboard portal
Phone: 416 287-7303
Lectures: L5101: Thursdays 12 – 3 pm in BV340
Office and hours: 10:30 – 11:30 am, 3 - 4 pm in B550, for other office hours see:
http://calendar.yahoo.ca/chostovs
TA: TBD

UTSC Calendar Description:
Demand forecasting; methodology of policy analysis; impacts on land values, urban form and commuting; congestion; transit management; regulation and deregulation; environmental impacts and safety. Breadth requirement: Social & Behavioural Sciences
Exclusion: GGR324H, Prerequisite: University-level half-credit in data analysis & GGRB02H & one of CITB01H, ECMB01H, ECMB02H, GGRB05H, (GGRB06H), (GGRB27H), GGRC27H

Instructor’s Description:
Transportation is an important but generally taken-for-granted aspect of urban and suburban life in western culture. Yet transportation systems significant impact upon our natural and social environment. Transportation systems cause loss of habitat/biodiversity and is one of the major contributors to atmospheric problems, including global warming and photochemical smog. Sprawl, auto-dependant suburban design, lifestyles dependant upon personally owned vehicles (POVs) and traffic congestion also negatively affects our economy and is a major contributor to the new obesity public health-care crisis. Hence this course will examine transportation in the context of sustainability. Business-as-usual auto-centric planning with be compared with sustainable transportation planning, including multi-modal systems, transit-oriented development (TDM), and transportation demand management (TDM). The relationship between land use and transportation will be re-examined in the light of “smart growth” (i.e. New Urbanism) planning policies designed to get us “out of our cars”. We will examine the response of the automobile industry and their greenwashing campaigns designed to keep us “in our cars” with hybrid and electric vehicles. A global perspective will also be employed in this course; contrasting transportation planning and policy development between the west and developing nations. This is especially important considering the “new mobility” being experienced in developing nations with growing economies as billions more people begin to operate POVs. The critical question the class will address is whether developing nations can “environmental leapfrog” by learning from the mistakes of auto-centric western transportation policy.

Course Format:
Since this is a 3 hour class, approximately half the class will be used for a lecture from the instructor. The second half of the class will usually be interactive in nature. A film or guest speaker from the transportation sector will be presented, followed by round table class discussion or participation in small groups. Hence class attendance is both important and mandatory.

Email Etiquette and Course Web Site
The main web site for the course is Blackboard which will be used for the following:
- Lecture slide repository, assignment instructions, required readings
- Class discussion on assignments and lectures on “Discussion Board”
- Grades will not be posted on Blackboard
• Email does not replace office hours, hence questions regarding assignments will not be answered if sent via email to the lecturer, please post them to Blackboard’s “Discussion Board”
• Email to the lecturer should personal in nature – email may not be answered evenings, weekends, and holidays

**Required Readings:**
- Individual papers online in Blackboard
- Various films as noted

**Suggested Text Books:**

**Suggested Journals/Magazines for Assignment Research:**
- International Journal of Sustainable Transportation
- ITE Journal (Institute of Transportation Engineers)
- Journal of Transport and Land Use
- Journal of Transport Economics and Policy
- Journal of Transport Geography
- Journal of the American Planning Association
- Journal of Planning Education and Research
- Journal of Planning Literature
- Ontario Planning Journal
- Plan Canada
- Transportation Quarterly
- Transportation Research A
- Transportation Research B
- Transportation Research D
- Transportation Research Record
- Transportation Science
- Transportmetrica

**Assignments and Grading:**
- **late penalty 5% per day**
- 10% class attendance
- 20% assignment 1 – Reflection paper on some transportation plans – due Jan. 27
- 20% assignment 2 – SimCity: Build you own city and transportation system with this classic video game, due Mar. 3
- 25% assignment 3 – Essay assignment – due Mar. 24
- 25% exam – exam week TBD
- help with university writing [http://www.writing.utoronto.ca/writing-centres](http://www.writing.utoronto.ca/writing-centres)
- **requests for re-grading** must be in memo format, in writing ½ to 1 page in length, containing rational based adjustments to the assignment marking key; you must include the original paper and TA’s marking key sheet; note - the remarked assignment may receive a lower mark
- the instructor will not entertain lobbying or harassment for higher grades

**Accessibility Needs:** The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [www.utsc.utoronto.ca/~ability/](http://www.utsc.utoronto.ca/~ability/) or [http://studentlife.utoronto.ca/accessibility](http://studentlife.utoronto.ca/accessibility)
**Late Assignments:** Accepting late papers is solely at the discretion of the instructor. Being too busy with other school work will not be accepted for extensions. Requests for extensions must be made in office hours, or in writing or via email with your rationale explained **before the due date.** All assignments should be handed in at or before the beginning of the class on the due date specified. Assignments should be given directly to the professor. If this is not possible, the assignment should be presented at the departmental office, during business hours. The instructor is not responsible for assignments put under the office door and those assignments will be given a late penalty based on the date the instructor finds it under the door, keeping in mind he is only in once per week.

**Typical Marking Key**
Points: 0 – no effort, 1–poor, 2–needs work, 3–adequate, 4–good, 5–excellent

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<thead>
<tr>
<th>CRITERIA</th>
<th>MARK (0 – 5)</th>
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<tr>
<td>Introduction - problem statement</td>
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<td>Understanding of ***** issues</td>
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<td>Critical thought and analysis</td>
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<td>Conclusions</td>
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<td>Grammar/spelling</td>
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<td>Referencing using APA style</td>
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<td>Effective use of supplied course reading materials</td>
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<tr>
<td>Effective use of other research (field trip, interviews, journal articles, books, etc) not in course readings or course text book</td>
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**Academic Integrity**
"Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site." Students are asked to upload their assignment to [www.turnitin.com](http://www.turnitin.com) and submit papers in hard copy to the instructor. Plagiarism will not be tolerated and will result in a mark of zero and academic discipline. Examples of offences for which you can be penalized include (but are not limited to):

- using any unauthorized aids on an exam or test (e.g., "cheat sheets", etc.)
- plagiarism — representing someone else’s work as your own (including cutting and pasting from internet sources)
- falsifying documents or grades
- purchasing an essay online or from others
- submitting someone else’s work as your own
- submitting the same essay or report in more than one course (without permission)
- looking at someone else’s answers during an exam or test
- impersonating another person at an exam or test or having someone else impersonate you
- making up sources or facts for an essay or report.

## LECTURES & REQUIRED READINGS, FILMS & LINKS

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Films</th>
<th>Links</th>
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<tr>
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<td>• Schiller-Bruun-Kenworthy text book chapter 3</td>
<td>San Francisco Streetcar 1905</td>
<td><a href="http://www.youtube.com/watch?v=ebJSOp-WU">http://www.youtube.com/watch?v=ebJSOp-WU</a></td>
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<td>Justification for Suburbia: Regional Planning Association of America (Lewis Mumford), &quot;The City&quot;</td>
<td><a href="http://www.archive.org/details/CityTheP1939">http://www.archive.org/details/CityTheP1939</a></td>
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<td></td>
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<td>(1939) (Prelinger Films)</td>
<td><a href="http://www.archive.org/details/CityTheP1939_2">http://www.archive.org/details/CityTheP1939_2</a></td>
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<td>Jan.20</td>
<td>Transportation Planning 101: Auto-Centric Business-as-Usual</td>
<td>• Schiller-Bruun-Kenworthy text book chapter 1</td>
<td>Film – 55 min. “Taken for a Ride” by Jim Klein and Martha Olson ; New Day Films ; 1996. Media Commons Audio Visual Videocass 005922 - Following a long buried trail of auto/oil industry schemes, Taken For A Ride exposes the dummy companies, secret stock transactions and propaganda campaigns that motorized one third of the nation's streetcars. Tracks were torn up overnight, and ear splitting, bone jarring buses took the trolley's place. Scores of American cities lost their streetcars, including five of the nation's ten largest. The same players, organized as &quot;the highway lobby,&quot; then campaigned for a network of urban freeways that would destroy America's downtowns and turn the dream into a nightmare. Last Streetcar 1930 Appleton, WI</td>
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<td>• Hostovsky, C., Hall, Fred, L, Wakefield, S. 2004. &quot;Freeway Users’ Perceptions of Quality Of Service: A Comparison Of Three Groups”. Transportation Research Record No. 1883, pp. 150-157.</td>
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<td>Jan.27</td>
<td>A Primer on Urban Sprawl and the Transportation Nexus</td>
<td>• Schiller-Bruun-Kenworthy text book chapter 1, 2</td>
<td>Film – 78 min. “The end of suburbia: oil depletion and the collapse of the American dream”. the Electric Wallpaper Co., 2004. Media Commons DVD 751265 - Through interviews with scientists and policy makers this documentary explores the premise that American suburbs, designed for automobiles based on the easy availability of cheap fossil fuels, may become untenable.</td>
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| Feb.10 | Guest Lecturer – Dr. John Miron: “Congestion”  
- Schiller-Bruun-Kenworthy text book chapter 4  
Before class read:  
Contested Streets: Breaking NYC Gridlock  
[http://www.youtube.com/watch?v=YF4Q2badOng](http://www.youtube.com/watch?v=YF4Q2badOng) |
| Feb.17 | Guest Lecturer - TBD  
Active Transportation Planning – Bicycle and Pedestrian Master Planning  
- Schiller-Bruun-Kenworthy text book chapter 3  
| Feb.24 | Reading week – no class |
| Mar.3 | The Obesity Epidemic and the Sprawl-Transportation Nexus  
- Schiller-Bruun-Kenworthy text book chapter 3  
The Weight of the World  
| Mar.10 | Transportation Demand Management (TDM): Why don’t we all just drive Hybrid and Electric Vehicles?  
- Schiller-Bruun-Kenworthy text book chapter 2  
Film - Who killed the electric car? 2006. VideoDVD 752115 93 min.  
[http://www.whokilledtheelectriccar.com/about](http://www.whokilledtheelectriccar.com/about)  
| Mar.17 | Smart Growth and Transportation  
- Schiller-Bruun-Kenworthy text book chapter 8  
[http://www.youtube.com/watch?v=LRrl7LwNUtw](http://www.youtube.com/watch?v=LRrl7LwNUtw) |
Mar.24  Transit Oriented Development (TOD) Case Study
    The Mississauga-Brampton Hurontario-Main Street Light Rail Transit Project – Can We Reverse
    Decades of the Queen of Sprawl?
    • Schiller-Bruun-Kenworthy text book chapter 7, 9
    • www.hurontario-main.ca

Edmonton’s TOD
http://www.youtube.com/watch?v=XYw8XXIMuLM&feature=related

Film: 86 min. BLUEPRINT AMERICA: The Next American System - Beyond the Motor City
Blueprint America examines how Detroit, a symbol of America’s diminishing status in the world,
may come to represent the future of transportation and progress in America. Detroit’s engineers
went on to design the nation’s first urban freeways and inspired much of America’s 20th century
transportation infrastructure system — from traffic signals to gas stations — that became the
envy of the world. But over the last 30 years, much of the world has moved on, choosing
faster, cleaner, more modern transportation and leaving America — and Detroit — behind.

Mar.31  Guest Lecturer: City of Toronto’s Transit City
http://www3.ttc.ca/About_the_TTC/Projects_and_initiatives/Transit_city/index.jsp

Apr.7  Careers in urban & transportation planning, exam overview
Best Careers 2011: Urban Planner
Canadian Institute of Planners  http://www.cip-icu.ca/

Learning Outcomes:

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<th>Course Objectives</th>
<th>Learning Outcome</th>
<th>Assessment Criteria</th>
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| Communicate effectively    | Produce written material                                                          | • Produce written material that effectively communicates complex issues  
|                            |                                                                                  | • Correct use of spelling, punctuation, sentence and paragraph construction  
|                            |                                                                                  | • Correct use of citations and reference material  |
| Take part in discussions   |                                                                                  | • In class and online  |
| Critical thinking and analysis | Creatively analyze and interpret issue scenarios and recommend solutions | • Determine principal features of a situation  
|                            |                                                                                  | • Analyze implications of each  
|                            |                                                                                  | • Discuss pros and cons of solutions  |
| Transportation knowledge   | Local, provincial, national and global familiarity                                 | • Determine principal features of policy development for multi-modal transportation system  
|                            |                                                                                  | • Recognize and describe context for barriers and solutions to sustainable transportation planning  
|                            |                                                                                  | • Propose individual, governmental and business solutions to urban sprawl and related transportation environmental and public health impacts  |