Course Title: Transportation Planning and Policy
Subject/Course Number: PUBP 718
Semester/Year: Spring 2018
Building/Room: FH 322
Day/Time: W 4:30 p.m.-7:10 p.m.
Instructor: Edmund J. Zolnik
Office: FH 653
Office Telephone: (703)993-1144
Office Hours: W 3:30 p.m.-4:30 p.m.
Electronic Mail: Please use Blackboard to send messages.

Course Objectives: Transportation planning and policy covers topics on surface transportation planning. It emphasizes the fiscal, legal, legislative, organizational and political challenges specific to transportation planning in the United States.

Learning Outcomes: Students will learn the history of transportation planning and policy in the United States.

Course Materials


Course Requirements: The examinations will consist of essay questions which will be presented in lecture. The essay questions will be based on readings which will be assigned before lectures. The project is a semester-long project to analyze a transportation planning problem assigned by the instructor. The deadline for the project is May 3rd which is the last day of lecture. Grades for the project will be based on its quality, not its quantity.

Course Grade:

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<th>Evaluation</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Examination</td>
<td>100%</td>
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Grade Distribution: For purposes of this course, the grades of A+, A or A− are reserved for sustained excellence and outstanding performance on all aspects of the course. The grades of B+ and B are used to denote mastery of the material and very good performance on all aspects of the course. The grade of B− denotes marginal quality work that is not quite up to graduate level standards. The grade of C denotes work that may be adequate for undergraduate-level performance, but is not acceptable at the graduate level. The grade of F denotes the failure to perform adequately on course assignments.

Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1/24</td>
<td>W</td>
<td>Transition to Short-Term Planning</td>
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<tr>
<td>1/31</td>
<td>W</td>
<td>Emphasizing Urban Economic Revitalization</td>
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<tr>
<td>2/7</td>
<td>W</td>
<td>Decentralization of Decision-Making</td>
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<td>2/14</td>
<td>W</td>
<td>Promoting Private Sector Participation</td>
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<td>2/21</td>
<td>W</td>
<td>Examination 1</td>
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<td>2/28</td>
<td>W</td>
<td>The Need for Strategic Planning</td>
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<tr>
<td>3/7</td>
<td>W</td>
<td>The Growth of Sustainable Development</td>
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<tr>
<td>3/21</td>
<td>W</td>
<td>Expanding Participatory Democracy</td>
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<td>3/28</td>
<td>W</td>
<td>Moving Towards Performance-Based Planning</td>
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<td>4/4</td>
<td>W</td>
<td>Examination 2</td>
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<td>4/11</td>
<td>W</td>
<td>Concern for Climate Change</td>
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<td>4/18</td>
<td>W</td>
<td>Era of Constrained Resources</td>
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<td>4/25</td>
<td>W</td>
<td>Infrastructure Resilience</td>
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<td>5/2</td>
<td>W</td>
<td>Challenge of Funding</td>
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<td>5/9</td>
<td>W</td>
<td>Examination 3</td>
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Lecture

Topic: Transition to Short-Term Planning
Chapter: 9
Section: Emergency Energy Legislation
Pages: 103-104
Question: What effect would higher gasoline prices have on short-term and long-term transportation demand?

Section: Joint Highway/Transit Planning Regulations
Pages: 109-111
Question: What is the transportation planning process established by the Urban Mass Transportation Administration and the Federal Highway Administration?

Section: Road Pricing Demonstration Program
Pages: 119-120
Question: What were the reasons cited for opposition to the road pricing demonstration programs in: Madison, Wisconsin; Berkeley, California; and Honolulu, Hawaii?

Section: National Transportation Trends and Choices
Pages: 121-122


Question: Why doesn’t the United States have a national transportation policy?

Topic: Emphasizing Urban Economic Revitalization
Chapter: 10
Pages: 125-127


Question: How did federal programs contribute to the distress that older communities and central cities experienced in the mid-1970s?

Section: BART Impact Program
Pages: 131-133

Question: According to the San Francisco Bay Area Rapid Transit (BART) Impact Program what were the impacts of BART system on the economy, environment and people of the Bay Area?

Section: Land Use Impacts of Beltways
Pages: 141-142


Question: What are some of the impacts of beltways?

Topic: Decentralization of Decision-Making
Chapter: 11
Section: President Reagan’s Memorandum on Regulations
Page: 145


Question: What was the economic philosophy behind the trend toward deregulation in the Reagan era?

Section: E.O. 12372, Intergovernmental Review of Federal Programs
Pages: 148-149

Question: How did Executive Order 12372 promote intergovernmental partnerships and strengthen federalism?

Section: Surface Transportation Assistance Act of 1982
Pages: 151-153

Background: American Society of Civil Engineers. 2013. 2013 Report Card for America’s Infrastructure. American Society of Civil Engineers: Reston, VA.

Comparison of U.S. Cities with a Global Survey. *Journal of the American 


Question: How is a deteriorating highway and transit infrastructure related to the United 
States’ economic competitiveness?

Topic: Promoting Private Sector Participation
Chapter: 12
Section: National Transit Performance Reports
Pages: 164-165
Operations, Emissions and Coverage. *Journal of Public Transportation* 
16(2): 153-175.

Study on the UConn Prepaid Fare Program Failure. *The Professional 

Question: According to the transit performance reports that came out in the 1980s, what 
problems was mass transportation facing and what were the recommended 
solutions?

Section: Los Angeles’ Regulation XV
Pages: 172-173
Evaluation of Regulation XV of the South Coast Air Quality Management 
District*. The University of California Transportation Center: Berkeley, 
CA.

Wachs, M. 1990. Regulating Traffic by Controlling Land Use: The Southern 

Question: Was Los Angeles’ Regulation XV successful in achieving future (2010) air 
quality standards?

Topic: The Need for Strategic Planning
Chapter: 13
Section: Intelligent Vehicle Highway Systems
Pages: 181-182
Intelligent Vehicle-Highway Systems in the United States*. Intelligent 
Vehicle-Highway Society of America: Washington, DC.

Question: Why aren’t Intelligent Vehicle Highway Systems (IVHS) the norm in the United 
States?
Topic: The Growth of Sustainable Development
Chapter: 14
Section: Implications of Expanding Metropolitan Highway Capacity
Page: 221

Question: Is higher fuel economy the solution to the problem of induced demand?

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Topic: Expanding Participatory Democracy
Chapter: 15
Section: National Transportation Policy Architecture for the 21st Century
Pages: 255-257

Question: What are three of the guiding principles for effective transportation decision making in the future?

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Topic: Moving Towards Performance-Based Planning
Chapter: 16
Section: Asset Management
Page: 260

Question: What is asset management?

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Topic: Concern for Climate Change
Chapter: 17
Section: Potential Impacts of Climate Change on U.S. Transportation
Pages: 312-314

Question: Which three of the potential impacts of climate change on transportation infrastructure in the United States are the most pressing?
Topic: Era of Constrained Resources
Chapter: 18
Section: National Surface Transportation Infrastructure Financing Commission
Pages: 324-325

Question: What are the pros and cons of transitioning to a direct, user-based funding stream for transportation infrastructure?

Topic: Infrastructure Resilience
Chapter: 19
Section: Transportation Planning for Disasters
Pages: 360-361

Question: What are the foundational principles of regional transportation planning for a disaster, emergency or significant event?

Section: Smart Growth Area Planning Tool
Page: 362

Question: In *Effect of Smart Growth Policies on Travel Demand*, ten basic principles which define smart growth are listed on page 1, which of the ten is most important for future transportation planning in the United States?

Topic: Challenge of Funding
Chapter: 20
Section: Beyond Traffic: Trends and Choices 2045
Pages: 365-366

Question: In *Beyond Traffic: Trends and Choices 2045* (2015), six policy choices are listed on page 281, which of the six is most important to future transportation planning in the United States?

Mason Diversity Statement

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.
An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability and sexual orientation. Diversity also entails different viewpoints, philosophies and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving sociocultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

**Accommodations**

If you are a student with a disability and you need academic accommodations, please contact Disability Services (DS) at (703)993-2474 or at ods@gmu. All academic accommodations must be arranged through DS.

**Schar School Policy on Plagiarism**

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the Schar School of Policy and Government (Schar School). It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.
The faculty of the Schar School takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of “F”. This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (e.g. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the Schar School policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the Schar School subscribes. Faculty may at any time submit student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The Schar School policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.

Updated: December 20, 2017