

**USP 456/556: URBAN TRANSPORTATION: PROBLEMS AND POLICY  
SPRING 2011**

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**Time:** Mondays 6:40 – 9:20 pm  
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**COURSE REQUIREMENTS**

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**Objectives**

This is an introductory course in transportation problems and policies for graduate and upper-division undergraduate students. By the end of the quarter, students should have a better understanding of the current transportation problems facing urban areas in the U.S. and how public policy attempts to address those problems. Our focus will be urban areas in the U.S., though we will use examples from abroad for comparison. The focus is also on the *policy* process, rather than the planning process, though the two overlap at times. Transportation planning is the focus of USP 544 offered in the Fall. Given the time constraint of 10 weeks and the myriad problems facing the U.S. transportation system, we will also focus on ground transportation (cars, trucks, trains, etc.).

**Grading**

Undergraduates

Attendance/Class participation	10%
Weekly on-line discussion	18%
Policy Memo 1	23%
Policy Memo 2	23%
Final	26%

Graduates

Attendance/Class participation	5%
Weekly on-line discussion	18%
Policy Memo 1	23%
Policy Memo 2	23%
Final	18%
International experiences	13%

**Class Participation**

Everyone is expected to attend class regularly and participate actively, e.g. ask questions, answer questions, provide topics for discussion, participate in group activities, etc. Web site participation/discussion (beyond what's required below) can count the same as in-class discussion.

**Weekly On-line Discussion**

You are expected to complete the readings before class each week (except the first week). During the week before each class, you must participate in an on-line discussion of the readings. You can do this in several ways:

- (1) Pose one or more discussion questions about one or more of the readings. Provide some background or explanation for your questions. The questions should aim to provoke a good discussion or debate. They can also aim to better understand something; for example, if you don't quite get the author's point, you can explain why and pose questions about it. Questions must be posted by noon on Friday. If they fit together, the questions may be posted in a single message.

- (2) Discuss one or more of the readings in a manner that will prompt replies from other students. Do not just summarize what the readings said. And, say something more than “I found this interesting.” Did you agree or disagree and why? Can you relate the points in the reading to something else going on in the world or something you’ve learned from another class? Can you add some information? General discussion postings must be posted by noon on Friday.
- (3) Answer questions or respond to discussions posted by other students. Answers must be posted by midnight on Sunday.

For your postings, think about your subject line. Choose something appropriate and descriptive – something that will prompt people to want to read it.

Questions will start the week before class on April 4, covering the last nine weeks of class. In other words, postings start on Friday April 1. The questions should cover the readings listed for April 4 (finance). Each week of discussion is worth 2 points, for 18 points total. One point is for completing the requirement; one point will reflect the quality of your work.

### **Final**

There will be a final. The final will cover material from the readings and class. The final is comprehensive. It will take place on Monday, June 6 at 7:30 pm, the assigned time according to the PSU website (<http://www.pdx.edu/registration/final-exams-schedule>).

The final will include true/false, multiple choice, matching, and short answer questions based upon readings and all material covered in class. The final will include one or two short answer questions from the material generated from the postings on the international experiences. To prepare to answer these questions, you should follow two of the countries by reading the postings for those countries. This applies to both 456 and 556 students.

### **Policy Memos**

You will write two policy memos. In each memo you will analyze a current transportation policy topic and make recommendations to an imaginary client or boss. In most cases you will be acting as a staff person briefing a policy maker. You can choose between several different topics, each with a different deadline. **You must complete one memo on or before May 9.**

Details:

- 5 pages maximum, single-spaced, including citations, references, tables, etc.
- One inch margins, 12 pt. Times Roman (or similar) typeface
- Stapled in the corner, no folders or cover pages
- Due in class on paper on the date indicated

In general (unless otherwise stated), each memo should address the following questions (but *not* in a question: answer format and *not* necessarily in this order):

- What is the policy issue? What’s the problem? In addition to describing the specific issue, provide some historical background and explain the broader policy context. For this, draw from the course readings or similar sources.
- What interests and interest groups are involved or affected? What are their positions?

- What are the options to address the issue?
- Discuss and evaluate the options, including pros and cons. Include evidence (properly cited) to support your points.
- What do you recommend? Why?

Unless otherwise specified, you are supposed to provide a balanced analysis. In most cases you should provide a specific recommendation, but it should be backed up with reason and facts, and be based upon some specified criteria. So, you can have an opinion, but it should be well-reasoned, substantiated, and thoughtful.

Your research will likely include a wide variety of sources, including the newspaper, public agency reports, journal articles, and the web. All sources **must** be cited appropriately. Use this site for information about citations:

<http://www.lib.pdx.edu/instruction/survivalguide/writeandcitemain.htm>

From that site:

“The idea of research is to study what others have published and form your own opinions. When you quote people -- or even when you summarize or paraphrase information found in books, articles or Web pages -- you must acknowledge the original author.

If you use someone else's words or ideas without crediting them, you are committing a type of theft called plagiarism. Plagiarism can be as obvious as turning in another person's paper or project as your own, or as sly as simply paraphrasing sections of various works. It is also incorrect to copy text from Web pages or other sources without identifying where they came from.”

In order to get an “A” grade on a memo, you **must** cite at least one peer-reviewed journal article. If you do not know how to find such articles, please talk with me, or use the guidance on the PSU library website. The library provides access, both in paper and often electronically, to thousands of journals. Use their databases, which they subscribe to specifically for your use.

Memo Topics (choose 2):

- **Raising federal revenue.** The federal government has not raised the gas tax in many years. Many groups have made the case that the federal government does not have enough money to pay for needed transportation infrastructure, including maintenance of the existing system. In addition to suggestions to raise the federal gas tax, groups have suggested other types of taxes, e.g. carbon or oil, to raise transportation revenue. On the other hand, many states local agencies have raised their own gasoline and other (e.g. sales) taxes to help meet shortfalls. Some people argue for “devolution” of the federal system, reducing gas taxes at the federal level, leaving most revenue and policy decisions to states and local governments. You are a staff member to a newly-elected member of Congress who needs to be briefed on this issue prior to the impending debates over SAFETEA-LU reauthorization. Prepare a memo discussing the federal gas tax and other short-term revenue options, including the roles of the federal vs. state/local governments. (Note: For this memo, do not explore longer-term options for road pricing, which is covered later in the term.) *Due Date: April 11.*
- **Funding Bicycle Infrastructure.** The City of Portland, along with other cities in Oregon and beyond, is making significant efforts to build more infrastructure for bicycles. Given funding constraints, this isn't easy. Some people argue that cyclists don't pay their fair share and have proposed bicycle registration fees or special taxes. Given what you have learned in class and through the readings on transportation finance, prepare a memo that explains the issue, presents

and evaluates options, and provides a recommendation. Your audience is a special Oregon legislative committee that is looking into this issue, though do not constrain yourself to only statewide solutions; local options can be on the table. *Due Date: April 11*

- **Federal Congestion Policy.** The U.S. Department of Transportation under the previous administration had congestion reduction as a top priority. The new administration, under Secretary LaHood, does not appear to be emphasizing congestion reduction as much. You are a staff member in the Secretary's Office of Policy. Prepare a memo that will help the Secretary decide whether and how congestion reduction should be included in the DOT's strategic plan for next five years. For this memo, do not focus on options for reducing congestion. Instead, focus on the larger policy issues, e.g. is congestion a federal transportation issue? who/what is affected by congestion? should there be federal standards or objectives for levels of congestion? if so, how is/should it be measured? *Due Date: April 18*
- **Electric vehicles.** The State of Oregon has made a significant commitment to promoting electric vehicles, partly spurred by several manufacturers planning to introduce the vehicles here before many other markets. The introduction of EVs presents many policy challenges. For example, they don't pay gas taxes, which will affect revenue. Also, special charging infrastructure is necessary. And, given the performance constraints, there is some doubt as to their potential for success. Prepare a memo for the newly elected governor briefing him on this issue, including some recommendations for continuing current policies, adopting new policies, or changing direction. Recognize that his objectives include reducing greenhouse gas emissions from the transportation sector and promoting economic development. *Due Date: April 25*
- **Climate Change.** Congress has debated a new energy and climate change bills. You are a staff member to the Senate Committee on Energy and Natural Resources. Prepare a memo discussing transportation as a climate change issue and how a new climate change bill should or should not address transportation topics. The memo should reflect and acknowledge the fact that the transportation bill is also up for reauthorization, i.e. think carefully about what should be in an energy bill vs. a transportation bill. *Due Date: May 2.*
- **Health.** Last year Congress passed a major health care/insurance reform bill. Issues related to prevention, obesity, and physical activity and links to transportation did not play a major role in those discussions. Imagine going back in time to the beginning of the recent debate, e.g just after Obama was inaugurated, before any bills were drafted. You are a staff member to the House committee dealing with the issue. Prepare a memo discussing whether and how transportation should be included in any legislation. *Due Date: May 2.*
- **Federal Support for Transit.** In 2005, Congress passed SAFETEA-LU, the current highway reauthorization act. The act expired in 2009 and has been extended on a short-term basis, without any policy changes. The major reauthorization process is expected to start soon. You are a staff member for the House committee that will be working on reauthorization. Prepare a memo discussing options for transit in the next reauthorization. The memo should address funding levels (not necessarily exact amounts, but relative to highways and other programs), how the money is spent, and policy. The American Public Transit Association's web site has some summaries of the current bill:  
<http://www.apta.com/gap/legissues/authorization/Pages/default.aspx>. *Due Date: May 9.*

*NOTE: At least one of your memos needs to be from one of the topics above, due on or before May 9.*

- **Distracted Driving.** Several states, including Oregon, and some cities now have bans or limitations on driving or texting while using a cell phone ([http://www.ghsa.org/html/stateinfo/laws/cellphone\\_laws.html](http://www.ghsa.org/html/stateinfo/laws/cellphone_laws.html)). Choose a state without such a ban. You are a staff person to a legislator in that state who thinks the issue should be addressed in the upcoming session, but isn't sure what the best proposal is. Analyze issue, the options, and make a recommendation on what he/she should do. *Due Date: May 23.*
- **Federal Support for Walking and Cycling.** In 2005, Congress passed SAFETEA-LU, the current highway reauthorization act. The act expired in 2009 and has been extended on a short-term basis, without any policy changes. The Secretary of Transportation has issued a new federal policy statement on walking and bicycling (<http://www.dot.gov/affairs/2010/bicycle-ped.html>). You are a staff member for the House committee that will be working on reauthorization. Prepare a memo discussing options for walking and bicycling in the next reauthorization, building upon the new federal policy. The memo should address funding levels (not necessarily exact amounts, but relative to highways and other programs), how the money is spent, and policy. The FHWA web site has some helpful background material: <http://www.fhwa.dot.gov/environment/bikeped/overview.htm> Due Date: May 27.
- **CO2 reductions and transportation/land use planning.** On March 18, 2010, the Governor of Oregon signed SB 1059, which aims to reduce greenhouse gas emissions from motor vehicles. In September 2008, the Governor of California signed SB 375 which has a similar objective. Choose another state and prepare a memo for its governor that explains the problem, compares and contrasts the two approaches from OR and CA, and evaluates options for that state. Your analysis should be specific to that state's context, e.g. reflecting the share of emissions from transportation, etc. *Due Date: May 30.*
- **Subsidies for TODs.** Portland's Metro has a program that uses public money to help subsidize transit-oriented developments (<http://www.metro-region.org/index.cfm/go/by.web/id=140>). The program recently won an award from the American Planning Association. However, critics question whether tax dollars should subsidize private development. The Sacramento, CA region invested in light rail transit at about the same time Portland did. Prepare a memo for the Sacramento Area Council of Governments (SACOG) board evaluating whether the agency should pursue a similar program as Metro's. *Due Date: May 30.*
- **Toll roads in Oregon.** Oregon doesn't currently have any toll roads. Lack of funding sources for new infrastructure has prompted increased discussion of this option. ODOT is exploring tolling for at least three corridors. There have been several bills in the Oregon legislature about establishing new toll roads. You work for a newly-elected state representative from the Portland region who isn't sure where she stands on this issue. Prepare a briefing memo that addresses the toll road issue broadly (i.e. not focusing on past bills) to help her establish a position for the upcoming session. *Due Date: June 6.*
- **Congestion pricing.** The Cities of London, Stockholm, and other European cities have adopted forms of congestion pricing that generally follow a "cordon" or "area" model of pricing – vehicles entering a certain area have to pay. You work for a think tank that wants to further discussion of this idea in US Cities. Prepare a briefing paper that explains the concept, how it's been applied in non-U.S. cities, how it's worked or not, implementation issues, and what would be necessary for an application in the U.S. (e.g. where might it work? What about political feasibility?). *Due Date: June 6.*

- **High Speed Rail.** The federal government recently announced stimulus funding for several high speed rail project. The mayor of Eugene had an op-ed piece in the *Oregonian* supporting high speed rail in the northwest. The piece (linked below) makes several assertions. Prepare a balanced memo addressing the topic for the Oregon Transportation Commission. **Due Date: June 6**  
[http://www.oregonlive.com/opinion/index.ssf/2010/03/its\\_all\\_around\\_time\\_for\\_high\\_s.html](http://www.oregonlive.com/opinion/index.ssf/2010/03/its_all_around_time_for_high_s.html)

If you want to write on something else that is similar to the topics above, just ask in plenty of time. If you want to alter the assignment slightly, e.g. change the setting/context, also ask. If you are a PhD student, talk to me about the option of doing a different type of research paper.

### International Experience (Graduate Students)

Students enrolled in the course for graduate credit (USP 556) will form pairs of two and choose a country (not the U.S.) to study for the quarter. Each week, you will bring information to share with the rest of the class on the day's topic applied to your country. I've listed the topics and some questions that you can try to answer as guidance. Do not consider this a definitive list; it's just to get you started. You can go off the list, as long as it's related to the topic. For example, you may find an example of something going on in the country. It may be difficult to find some information. Do the best you can, but come up with something for each week. You will also post what you find on the course website, with appropriate citations. The postings should briefly (1-3 paragraphs) summarize the highlights of what you found. It would be best to include the information in the text of the posted message, rather than an attachment. But, if there are figures to include, an attachment is fine. Postings should be up by the noon on Saturday after you presented in class.

Week	Topics
Week 2	Travel: How do people travel? (mode split, % with cars, etc.) Finance: How do they fund transportation infrastructure?
Week 3	Congestion: Is it a problem? How significant? How are they dealing with it, or not?
Week 4	Environmental Issues: How significant is transportation as a source of pollution and environmental problems? What standards do they have for vehicle emissions? Any other environmental policies related to transportation?
Week 5	Energy: What share of the energy used is for transportation? What sources of energy (fuels) are used for transportation? Are there fuel economy policies? Other energy-related transportation policies or programs? Share of greenhouse gases from transportation?
Week 6	Transit: What transit is provided? Do people ride? How is it funded? Any policies related to Transportation Demand Management? Any carsharing?
Week 7	Bicycling & Walking: How much is going on? Equity: What are the issues? Telecommunications: Anything going on?
Week 8	Safety: What are the safety problems? How significant? Intelligent Transportation Systems: Are they doing anything? What?
Week 9	Land Use: Describe the land use (e.g. density) How is land use planning integrated with transportation?
Week 10	Pricing: Do they price transportation facilities? Describe. Are they thinking about it?

## COURSE WEB SITE

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There is a Desire2Learn (D2L) web site for the course. You must have an ODIN account to access the site. Course sites can be accessed at *XXX.pdx.edu*. If you're registered for the class and have an ODIN account, you'll be added to the course web site automatically. I will rely on the web site extensively for mail messages, announcements, updates, and additional information. The web links for the readings in the syllabus should work from the site. Please note that D2L is new, and this is the first time I have used it for a course. I hope it goes smoothly, but if not, please be patient with me.

**Bulletin Boards:** In addition to the weekly discussion topics, the boards are a place to bring up relevant topics and issues. Undoubtedly during the quarter you will come across articles in the newspaper or other information that relates to the class. Please share these with everyone via the web site. Please follow proper "netiquette" and good taste.

**Lectures:** I will try to post copies of lecture slides here a day or two after class.

**Calendar:** Just what it sounds like. Important deadlines and other events will show up here.

## GRADING POLICIES

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The *PSU Bulletin* defines grades as follows:

Graduate level (556)	Undergraduate (456)
A—Excellent	A—Excellent
B—Satisfactory	B—Good
C—Below graduate standard	C—Satisfactory
	D—Inferior

Therefore, simply doing the required work does not warrant an A grade. Your work must be excellent to receive an A grade.

***Incomplete grades.*** I will only assign an incomplete (I) grade when circumstances are consistent with PSU's policy on incomplete grades, shown below. "Circumstances must be unforeseen or beyond [your] control." In other words, I do not give incompletes for poor planning on your part, e.g. you got too busy with work and your other classes. If you do encounter unforeseen circumstances, approach me as soon as possible about entering into a written agreement for an incomplete grade. From the PSU Bulletin:

"A student may be assigned an I grade by an instructor when all of the following four criteria apply:

- 1) Quality of work in the course up to that point must be C level or above.
- 2) Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
- 3) Reasons for assigning an "I" must be acceptable to the instructor. The student does not have the right to demand an "I". The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.
- 4) A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the "I" grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period."

**X Grades:** X grades are only assigned when a student never participates in any aspect of the class. From the PSU Bulletin:

If a student, to the best of the instructor's knowledge, has never attended class, the name on the grading register may be assigned an X grade.

A student who has participated in a course but who has failed to complete essential work or attend examinations, and who has not communicated with the instructor, will be assigned a D, F, NP, or whatever grade the work has earned.

**Late assignments will be marked down – one-third of a grade per day late.** “One-third of a grade” is, for example, from A to A-, B+ to B, etc.. As with incomplete grades, I generally do not allow students to turn things in late without assessing this penalty, except in unusual circumstances, e.g. medical emergencies. Having too much work in other classes or at work/internship does not count. All students have those challenges.

### **Plagiarism and Citations**

You must cite all of your sources in your work. Please review this web site about citations:  
<http://www.lib.pdx.edu/instruction/survivalguide/writeandcitemain.htm>

I am flexible about which style of citations you use, e.g. MLA, APA, Chicago, etc. – just be consistent. The general rule is that you must include enough information that the reader could find the original source. I discourage the use of numbered footnotes. I recommend a style that places the author's name and the year of the publication in parentheses after the quote or reference, e.g. (Dill, 2005).

### **OTHER STUFF**

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#### **Transportation Seminar**

I encourage you to attend the weekly Transportation Seminar held on Fridays, noon to 1:00 pm in 204 Urban Center. The schedule of speakers and topics is at <http://www.cts.pdx.edu/seminars.htm>. You can also watch the seminars on-line, live or archived. You may also take the seminar for one-unit of credit (USP 407/507).

### **COURSE SCHEDULE AND REQUIRED READINGS**

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#### **Readings**

Most of the required readings are from two books available at the PSU bookstore:

Anthony Downs, *Still Stuck in Traffic*, Brookings Institution: Washington, DC, 2004.

William R. Black, *Sustainable Transportation Problems and Solutions*, The Guilford Press: New York, 2010.

To supplement these books, there are articles that will either be on the Blackboard site or another web site (linked). There are also optional readings that truly are optional. They are there if you want to learn more about a topic.

Date	Topics	Readings
Week 1 March 28	Travel & transportation trends	Downs, Chapter 16 FHWA, <a href="#">Freight Facts and Figures 2009</a> , 2009. (site has full pdf or individual chapter pdfs)
	Policy	Dittmar, Hank, " <a href="#">A Broader Context for Transportation Planning, Not Just An End In Itself</a> ," <i>Journal of the American Planning Association</i> , 61(1): 7-13, 1995. (note: this link may only work from PSU computers) Black, chapters 1-2, 13 Altshuler chapter
Week 2 April 4	Finance	Katz, Bruce and Robert Puentes (editors), <i>Taking the High Road</i> , Brookings Institution: Washington, DC, 2005., Chapters 3 & 4 Black, Chapter 10
	Costs	Black, Chapter 9
Week 3 April 11	Congestion	Downs, Chapters 1-8 Black, Chapter 7 Taylor, Brian D. " <a href="#">Rethinking Traffic Congestion</a> ," <i>Access</i> , 21: 8-16, Fall 2002. <a href="http://www.uctc.net/access/21/Access%2021-03-Rethinking%20Congestion.pdf">http://www.uctc.net/access/21/Access 21 - 03 - Rethinking Congestion.pdf</a> Cortright, Joe, <a href="#">Driven Apart Executive Summary</a> , CEOs for Cities, September 2010.
Week 4 April 18	Energy Climate Change Air Quality	Black, Chapters 3-5, 15, 19, 20 David L. Greene and Andreas Schafer, <a href="#">Reducing Greenhouse Gas Emissions from U.S. Transportation</a> , Pew Center on Global Climate Change, 2003. Sperling, Daniel, " <a href="#">The Price of Regulation</a> ," <i>Access</i> , No. 25, Fall 2004. Mathew Barth and Kanok Boriboonsomsin, " <a href="#">Traffic Congestion and Greenhouse Gases</a> ," <i>Access</i> , No. 35, Fall 2009.
Week 5 April 25	Climate Change, continued	Transportation Research Board, <a href="#">Potential Impacts of Climate Change on U.S. Transportation</a> , TRB Special Report 290, National Research Council, 2008. Summary, pages 1-20.
	Environmental Issues Wildlife	Forman, R. T. T., 2004. " <a href="#">Road ecology's promise: What's around the bend?</a> " <i>Environment</i> 46(4): 8-21.
	Health	Judith Bell and Larry Cohen, <a href="#">The Transportation Prescription</a> , PolicyLink, no date.
Week 6 May 2	Transit	Downs, Chapter 9 Cervero, Robert, "Informal Transit: Learning from the Developing World," <a href="#">Access, Spring 2001</a> , pp. 15-22. <a href="http://www.uctc.net/access/access18.pdf">http://www.uctc.net/access/access18.pdf</a>
	Transportation Demand Management.	Black, Chapter 16, 17 Downs, Chapter 11
	Carsharing	Susan A. Shaheen, et. al. "Carsharing in North America, Market Growth, Current Developments, and Future Potential," <i>Transportation Research Record</i> , No. 1986, pp. 116-124, 2006.

<b>Week 7</b> <b>May 9</b>	<b>Bicycling &amp; Walking</b>	John Pucher, Jennifer Dill, and Susan Handy, "Infrastructure, Programs and Policies to Increase Cycling: An International Review," <i>Preventive Medicine</i> , Vol. 50(S1): S106-125, January 2010. <a href="#">Available here</a> through Active Living Research  Pucher, John and Lewis Dijkstra, "Making Walking and Cycling Safer: Lessons from Europe," <i>Transportation Quarterly</i> , 54(3): 25-50, 2000.
	<b>Telecommunications</b>	Black, Chapter 18
	<b>Equity, Social Impacts, Environmental Justice</b>	Brian Taylor and Alexandra Tassiello Norton, "Paying for Transportation. What's a Fair Price." <i>Journal of Planning Literature</i> , 24 (1): 22-36.  Sandra Rosenbloom, "The Mobility Needs of Older Americans: Implications for Reauthorization," in Katz & Puentes (eds), 2005.
<b>Week 8</b> <b>May 16</b>	<b>Safety</b>	Black, Chapter 6 and 14  Cambridge Systematics, <i>Transportation Planner's Safety Desk Reference</i> , Report No. FHWA-HEP-07-005, January 2007.
	<b>Intelligent Transportation Systems</b>	Shladover, Steven E., "What If Cars Could Drive Themselves?" <i>Access</i> , no. 16, pp. 2-7. Spring 2000. <a href="http://www.uctc.net/access/access16.pdf">http://www.uctc.net/access/access16.pdf</a>  Black, Chapter 21  Deakin, Frick, and Skabardnis, "Intelligent Transportation Systems," <i>Access</i> , No. 34, Spring 2009.
<b>Week 9</b> <b>May 23</b>	<b>Land Use</b>	Black, Chapters 11-12  Downs, Chapters 12-15  Giuliano, Genevieve, "The Weakening Transportation-Land use Connection," <i>Access</i> , <a href="#">Spring 1995</a> , No. 6, pp. 3-11.  Cervero, Robert and John Landis, "The Transportation-Land Use Connection Still Matters" <i>Access</i> , <a href="#">Fall 1995</a> , No. 7, pp. 2-10.  Levine, Jonathan, "Access to Choice," <i>Access</i> , <a href="#">Spring 1999</a> , pp. 16, 18-19 <a href="http://www.uctc.net/access/access14.pdf">http://www.uctc.net/access/access14.pdf</a>
<b>Week 10</b> <b>May 30</b>	<b>Pricing</b>	Downs, Chapter 10  FHWA, <i>Congestion Pricing: A Primer</i> , FHWA-HOP-07-074, December 2006.
	<b>HOLIDAY</b>	Shoup, Donald, "The High Cost of Free Parking," <i>Access</i> , no. 10, pp. 2-9, Spring 1997.
	<b>Conclusions</b>	Downs, Chapter 17-18  Black, Chapter 22
<b>Week 11</b> <b>June 6</b>	Final 7:30 pm	