

University of Toronto
Geography & Planning
GGR 424: Transportation Geography and Planning
Winter 2017
Tuesdays, 11 am - 1 pm, SSH 5017A

Professor:

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Office hours: Tuesdays 3-5 pm or by appointment

Course Description:

Transportation geography touches everyday life and transportation planning generates intense interest. This course is an interdisciplinary, introductory overview of major issues in urban transportation. Using geographies of mode and drawing on case studies from around the world, we will explore transportation economy and finance, politics and path dependencies, congestion and demand management, social equity and justice, sustainability and resilience. Assignments apply both qualitative and quantitative methods to understanding transportation geographies and planning. Guest lectures from transportation experts contribute a variety of perspectives. The capstone assignment is an essay-report on a creative application of transportation planning to an existing geographic case study.

Accessibility Needs

Students with diverse learning styles and needs are welcome in this course. 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 let me know and contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>

Course Website

The course website is available through the University of Toronto portal (portal.utoronto.ca). All students enrolled in the class should be able to view the link to the course once they enter the portal using their UTORID and password. Information on the Portal login procedures available here: <http://portalinfo.utoronto.ca/content/login-and-access-your-course>. All course materials – including the course outline, reading lists, assignments, and links to additional readings – will be posted on the website.

Academic Integrity

Plagiarism (which includes the submission of someone else's work as your own and the re-submission of academic work that had been previously submitted in another course for credit) is a very serious offence at the University of Toronto. Assignments are carefully reviewed for evidence of plagiarism, and penalties can be severe (including marks of zero on an assignment or in an entire course, and in extreme cases, expulsion from the university). If you are unsure what constitutes plagiarism, or how to appropriately reference other people's writing, please ask– it's better to be safe than sorry! Please

consult the “Rules and Regulations” section of the Arts and Science Calendar (http://www.artsandscience.utoronto.ca/ofr/calendar/Rules_&_Regulations.html) for further information and check the ‘How not to plagiarize’ website at: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. Your essays will be submitted to Turnitin software to compare it to other known writings and a database of student papers.

Writing

Clear writing and communicating is essential. You will be expected to write clearly and effectively on assignments. The University provides some resources through the writing centres (<http://www.writing.utoronto.ca/writing-centres/centres/arts-and-science>). Brief advice on specific elements of writing for university courses can also be found at (<http://www.writing.utoronto.ca/advice>).

Assignments and evaluation

Late assignments lose one point per day, unless advance permission from the instructor is obtained.

Travel field notes	20	Due January 22
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An ethnographic approach to your travel experiences using ‘thick description’. Minimum 1,500 words. Observe and describe your experiences on transportation, including the modes you use and the trips you make. What do you notice about these modes? Describe the emotions you feel or don’t feel, your interactions, body language and comfort level, and people’s behavior.

Travel patterns analysis	20	Due February 26
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In a memo format, analyze travel patterns in the neighbourhood you are assigned, using data from the Transportation Tomorrow Survey. Detailed instructions will be provided in the assignment outline.

Reading reflections	30	Due in class weekly
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Short (one page max) written responses to the readings each week. Please respond briefly and succinctly to the prompt provided in the syllabus. These responses are intended to promote critical thinking and preparedness in advance of class. In order for the reading responses to be a valuable learning tool, they need to be prepared prior to class meetings, so they will not be accepted after class or via email. A hard copy must be submitted in person at the beginning of the class and a student cannot submit on behalf of an absent student. Along with in-class discussion participation, the reading reflections are a measure of your contribution to the class.

Essay - report	30	Due March 26
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The final essay takes the form of a report on a case study in transportation geography and planning. The first half will describe the transportation geography of this case study, including political, economic, social, cultural, and other relevant aspects of the context. The second half will put forward transportation planning ideas could be applied to the context, making suggestions to improve the mobility and access of the case study by addressing the particular issues and challenges you describe in the first half. The length of this paper should be minimum 4,000 words, not including the bibliography. Please include maps and images where appropriate. The title page should include the title of the essay-report, your name, the course name, and the word count.

Course Schedule

January 9 **Introduction: Mobility and access**

Introduction to the themes of the course; review of assignments.

January 16 **Walking and cycling**

Berman, M. (1988). Modernism in the streets. Excerpt from Chapter III (Sections 3, 4 & 5) in *All That is Solid Melts Into Air: The Experience of Modernity*. London: Penguin Books, 148-171.

Hess, P. (2009). Avenues or arterials: The struggle to change street building practices in Toronto, Canada. *Journal of Urban Design*, 14(1), 1–28. <https://doi.org/10.1080/13574800802451049>

Pucher, J., & Buehler, R. (2008). Making cycling irresistible: Lessons from the Netherlands, Denmark and Germany. *Transport Reviews*, 28(4), 495–528. <https://doi.org/10.1080/01441640701806612>

Reflection prompts: What are the characteristics of the original modern streets, like Haussman's boulevards in Paris? What are the barriers to making 'complete streets' along Toronto's main roads? Describe the things that can encourage more people to cycle.

January 23 **Driving and parking**

Freund, P., & Martin, G. (2009). The Social and Material Culture of Hyperautomobility: "Hyperauto." *Bulletin of Science Technology Society*, 29(6), 476–482. <https://doi.org/10.1177/0270467609349053>

Gössling, S. (2016). Urban transport justice. *Journal of Transport Geography*, 54, 1–9. <https://doi.org/10.1016/j.jtrangeo.2016.05.002>

Zacharias, J. (2012). Resisting motorization in Guangzhou. *Habitat International*, 36(1), 93–100. <https://doi.org/10.1016/j.habitatint.2011.06.007>

Reflection prompt: How does automobility shape our experiences of cities? What are some of the unequal distributional impacts of automobility? Why is the government pursuing automobility in Guangzhou and is this policy aligned with resident's habits and desires?

January 30 **Public transit: subways, commuter rail and light rail**

Ocejo, R. E., & Tonnelat, S. (2014). Subway diaries: How people experience and practice riding the train. *Ethnography*, 15(4), 493–515. <https://doi.org/10.1177/1466138113491171>

Siemiatycki, M. (2006). Message in a Metro: Building urban rail infrastructure and image in Delhi, India. *International Journal of Urban and Regional Research*, 30(2), 277–292. <https://doi.org/10.1111/j.1468-2427.2006.00664.x>

Forouhar, A., & Hasankhani, M. (2018). The effect of Tehran metro rail system on residential property values: A comparative analysis between high-income and low-income neighbourhoods. *Urban Studies*, final draft as accepted.

Reflection prompt: What strategies do folks use when riding the subway? Why was the metro built in Delhi? What impact did new metro stations have in Tehran, and how was this impact different in low-income and high-income neighbourhoods?

February 6

Public transit: buses and bus rapid transit

Grengs, J. (2002). Community-Based Planning as a Source of Political Change. *Journal of the American Planning Association*, 68(2), 165. <https://doi.org/10.1080/01944360208976263>

Taylor, B. D., & Morris, E. A. (2015). Public transportation objectives and rider demographics: are transit's priorities poor public policy? *Transportation*, 42(2), 347–367. <https://doi.org/10.1007/s11116-014-9547-0>

Bassett, T. E., & Marpillero-Colomina, A. (2013). Sustaining mobility: Bus rapid transit and the role of local politics in Bogotá. *Latin American Perspectives*, 40(2), 135–145. <https://doi.org/10.1177/0094582X12468867>

Reflection prompt: What issues did the bus riders' union in LA bring attention to? Do transportation planning objectives and ridership realities match? What are the benefits and potential problems of Bus Rapid Transit?

February 13

Mobility systems and disruptive technology

Dudley, G., Banister, D., & Schwanen, T. (2017). The Rise of Uber and Regulating the Disruptive Innovator. *Political Quarterly*, 88(3), 492–499. <https://doi.org/10.1111/1467-923X.12373>

Fagnant, D. J., & Kockelman, K. (2015). Preparing a nation for autonomous vehicles: Opportunities, barriers and policy recommendations. *Transportation Research Part A: Policy and Practice*, 77, 167–181. <https://doi.org/10.1016/j.tra.2015.04.003>

Reflection prompt: What are the debates about regulating Uber in London? What are some issues with the introduction of autonomous vehicles?

February 20

No class – reading week

February 27

Political economies of transportation

Kramer, A., & Mettke, C. (2016). The death and life of 'Transit City' – searching for sustainable transportation in Toronto's inner suburbs. In Thomas, R. (ed). *Planning Canada: A Case Study Approach*. Toronto: Oxford University Press Canada, 374-383.

Siemiatycki, M. (2010). Delivering transportation infrastructure through public-private partnerships: Planning concerns. *Journal of the American Planning Association*, 76(1), 43–58. <https://doi.org/10.1080/01944360903329295>

Olszewski, P. S. (2007). Singapore motorisation restraint and its implications on travel behaviour and urban sustainability. *Transportation*, 34(3), 319–335. <https://doi.org/10.1007/s11116-007-9115-y>

Reflection prompt: Describe the politics of transit planning in Scarborough. What are the planning concerns around using PPPs to deliver transportation infrastructure? How does Singapore manage traffic congestion?

March 6

Transportation planning practice

Translink. (2010). Transit-Oriented Communities: A literature review on the relationship between the built environment and transit ridership, 1-10. Retrieved at <https://www.translink.ca/Plans-and-Projects/Transit-Oriented-Communities/Resources.aspx>

Wachs, M. (1989). Forecasting versus Envisioning, *67*(4), 367–372. Retrieved from <http://ezproxy-prd.bodleian.ox.ac.uk:2108/doi/pdf/10.1080/01944360108976245>

Walker, J. (2012). Frequency is Freedom. Chapter 7 of *Human Transit: How Clearer Thinking About Public Transit Can Enrich Our Communities and Our Lives*. Washington: Island Press, 85-96.

Reflection prompt: What are some of the urban form characteristics of transit-oriented communities? What is a limitation to forecasting, according to Wachs? Why is frequency often invisible on transit maps, and in what ways can it be communicated?

March 13 **Social equity in transportation**

Kramer, A., & Goldstein, A. (2015). Meeting the public's need for transit options: Characteristics of socially equitable transit networks. *Institute for Transportation Engineers Journal*, *85*(9), 23-30.

Loukaitou-Sideris, A. (2016). A gendered view of mobility and transport: Next steps and future directions. *Town Planning Review*, *87.5*, 547-565. <https://doi.org/10.3828/tpr.2016.38>

Sheller, M. (2015). Racialized Mobility Transitions in Philadelphia: Connecting Urban Sustainability and Transport Justice. *City and Society*, *27*(1), 70–91. <https://doi.org/10.1111/ciso.12049>

Reflection prompt: How does the shape and frequency of a transit network impact social equity? What are some transit planning initiatives that could improve women's mobility? What are the downsides of declining automobility in Philadelphia?

March 20 **Guest lecture: Nate Wessel, PhD candidate**

Using real-time data to improve bus networks.

March 27 **Guest lecture: TBD**

April 3 **Guest lecture: Phil Orr, transit expert**

Imagining alternative possibilities to existing or planned projects in the region.