Technical Report Documentation Page

1. Report No.	2. Government Accession No.	3. Recipient's Catalog No.
SWUTC/09/167176-1		

4. Title and Subtitle	5. Report Date
Graduate Course Development: Transportation Policy and Politics	August 2009
	6. Performing Organization Code

7. Author(s)	8. Performing Organization Report No.
Eric Lindquist	167176-1

9. Performing Organization Name and Address	10. Work Unit No. (TRAIS)
Institute for Science, Technology and Public Policy Bush School of Government and Public Service Texas A&M University College Station, Texas 77843-4350	11. Contract or Grant No. 10727

12. Sponsoring Agency Name and Address	13. Type of Report and Period Covered
Southwest Region University Transportation Center Texas Transportation Institute Texas A&M University System College Station, Texas 77843-3135	14. Sponsoring Agency Code

15. Supplementary Notes

Supported by general revenues from the State of Texas.

16. Abstract

Transportation, public policy, and politics are inextricably linked and have been, in the United States, from at least 1956, with the birth of the federal highway system and the Interstate Highway Act, if not earlier. Much of the transportation system we enjoy today is paid for by public funds—which in and of itself invokes a political process. From the 1956 Act to the present day debate on the latest federal transportation reauthorization effort, the effort to solve the transportation problems in this country has been a political process. As this report was being drafted, for example, the future of the latest federal transportation reauthorization, originally scheduled for debate this spring and summer has been put on hold by the Obama Administration as a result of political maneuvering. It is anticipated that the formal reauthorization will be put off for 18 months, while the current authorization will be extended through temporary measures. In spite of these linkages there are few graduate level courses that systematically explore the dynamic interaction of transportation, policy, and politics. The objective of this project was to address this situation and assess the potential for such a course at Texas A&M University (TAMU). We conducted content analysis of existing course syllabi at other universities, implemented an internet survey, and found a significant level of interest in providing such a course. A draft syllabus is included, as are reference lists and summaries of similar courses being offered elsewhere.

17. Key Words	18. Distribution Statement
Transportation Policy, Transportation Politics, Transportation Education	No restrictions. This document is available to the public through NTIS: National Technical Information Service 5285 Port Royal Road Springfield, Virginia 22161

19. Security Classif.(of this report)	20. Security Classif.(of this page)	21. No. of Pages	22. Price
Unclassified	Unclassified	45	

Form DOT F 1700.7 **(8-72)** **Reproduction of completed page authorized**

Graduate Course Development: Transportation Policy and Politics

Eric Lindquist

Research Report SWUTC/09/167176-1
Project Title: Graduate Course Development:
Transportation Policy and Politics

Performed in cooperation with the
Southwest Region University Transportation Center

Institute for Science, Technology and Public Policy
Bush School of Government and Public Service
Texas A&M University
College Station, TX 77843-4350

August 2009

ABSTRACT

Transportation, public policy, and politics are inextricably linked and have been, in the United States, from at least 1956, with the birth of the federal highway system and the Interstate Highway Act, if not earlier. Much of the transportation system we enjoy today is paid for by public funds—which in and of itself invokes a political process. From the 1956 Act to the present day debate on the latest federal transportation reauthorization effort, the effort to solve the transportation problems in this country has been a political process. As this report was being drafted, for example, the future of the latest federal transportation reauthorization, originally scheduled for debate this spring and summer has been put on hold by the Obama Administration as a result of political maneuvering. It is anticipated that the formal reauthorization will be put off for 18 months, while the current authorization will be extended through temporary measures. In spite of these linkages there are few graduate level courses that systematically explore the dynamic interaction of transportation, policy, and politics. The objective of this project was to address this situation and assess the potential for such a course at Texas A&M University (TAMU). We conducted content analysis of existing course syllabi at other universities, implemented an internet survey, and found a significant level of interest in providing such a course. A draft syllabus is included, as are reference lists and summaries of similar courses being offered elsewhere.

EXECUTIVE SUMMARY

Transportation, public policy, and politics are inextricably linked and have been, in the United States, from at least 1956, with the birth of the federal highway system and the Interstate Highway Act, if not earlier. Much of the transportation system we enjoy today is paid for by public funds—which in and of itself invokes a political process. From the 1956 Act to the present day debate on the latest federal transportation reauthorization effort, the effort to solve the transportation problems in this country has been a political process (for a more detailed description of the 1956 Act, see Rose, 1990). As this report was being drafted, for example, the future of the latest federal transportation reauthorization, originally scheduled for debate this spring and summer has been put on hold by the Obama Administration as a result of political maneuvering (Voorhees 2009). It is anticipated that the formal reauthorization will be put off for 18 months, while the current authorization will be extended through temporary measures. In spite of these linkages there are few graduate level courses that systematically explore the dynamic interaction of transportation, policy, and politics. The objective of this project was to address this situation and assess the potential for such a course at Texas A&M University (TAMU).

At the time this project was implemented there were no course offerings at Texas A&M University covering transportation policy and politics. Considering the focus on transportation in both research and education at TAMU, in particular through the activities of the Texas Transportation Institute (TTI), and the transportation emphasis in the Civil Engineering and Landscape Architecture and Urban Planning programs, the availability of such a course could significantly enhance these existing programs and the respective curriculums. The objective of this project was to assess the potential for such a course and provide recommendations for filling this curriculum gap.

This project assumes that studying public policy is something that is not only important in general, but would be valuable to those students studying transportation in non-policy or political science disciplines, such as civil engineering, urban and regional planning, or geography, among others. Whether public policy is defined broadly as "whatever governments choose to do or not to do" (Dye 1987, 1), or more narrowly (see for example the list of definitions in Smith and Larimer 2009), the impact of public policy on transportation (and vice versa) has a significant impact on what transportation professionals can and cannot do. An understanding of the policy process can inform students about how the process works and why things happen the way they do in regard to stakeholders, policy decisions, and implementing bureaucracies.

Transportation policy and politics are not only played out at the national level of decision making, but at multiple levels of governance and jurisdictions, including the state, regional, and local levels and even internationally (border crossings, shipping policies). What happens at one level impacts the other levels. This intergovernmental structure of policy and decision making is complex, includes a myriad of actors and stakeholders, and is responsible for the distribution of billions of dollars of public and private funding each year across a complex system of taxation and redistribution. Subsystems, interest groups, bureaucratic politics, to name a few, are all topics or issues found in the study of public policy and are at the same time very relevant for transportation professionals. For the graduate student in urban planning, civil engineering, or

geography, developing an understanding and appreciation of these processes, interactions, and will significantly contribute to the educational professional experience.

This project systematically identified examples of transportation policy courses being offered at other universities and assessed the market for a graduate level course in transportation policy and politics at Texas A&M University. We conducted content analysis of existing course syllabi at other universities, implemented an internet survey, and found a significant level of interest in providing such a course. A draft syllabus is included, as are reference lists and summaries of similar courses being offered elsewhere. The review of courses being offered elsewhere found a range of courses being offered, primarily in planning and policy schools, with a few in civil engineering programs. These existing courses provide a rich source of ideas, questions, and resources that could be accessed for developing and sustaining a similar course at TAMU. The results of the survey show a relatively high interest from current graduate students across the targeted departments at TAMU. Location of the course was not a concern to the respondents, suggesting that whichever department or college adopted such a course would expect to be able to attract students from either side of campus (West or Main). Based on these findings in general we recommend the development and offering of a transportation policy course in the near future. More specifically we offer the following recommendations:

- Offer this course as a 3-hour 689 course with the potential for inclusion as a regular course after at least 2 semesters.
- Adopt a broad, yet challenging, focus for the course in regard to approach, assignments, and issues covered.
- Adopt the course in either the Department of Landscape Architecture and Urban Planning (LAUP) or the Master of Public Service and Administration program in the Bush School of Public Service.
- Cross list the course with the Bush School and the LAUP department.
- Encourage Civil Engineering and Geography departments to list course as an elective and encourage those students to participate.

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DISCLAIMER

The contents of this report reflect the views of the authors, who are responsible for the facts and the accuracy of the information presented herein. This document is disseminated under the sponsorship of the Department of Transportation, University Transportation Centers Program, in the interest of information exchange. Mention of trade names or commercial products does not constitute endorsement or recommendation for use.

ACKNOWLEDGMENTS

The author recognizes that support for this research was provided by a grant from the U.S. Department of Transportation, University Transportation Centers Program to the Southwest Region University Transportation Center which is funded, in part, with general revenue funds from the State of Texas. The author would also like to recognize the contributions of Sarah A. Allen, Bush School of Government and Public Service, Master of Public Administration, Class of 2008, for her assistance on this project.

Introduction

Transportation, public policy, and politics are inextricably linked and have been, in the United States, from at least 1956, with the birth of the federal highway system and the Interstate Highway Act, if not earlier. Much of the transportation system we enjoy today is paid for by public funds—which in and of itself invokes a political process. From the 1956 Act to the present day debate on the latest federal transportation reauthorization effort, the effort to solve the transportation problems in this country has been a political process (for a more detailed description of the 1956 Act, see Rose, 1990). As this report was being drafted, for example, the future of the latest federal transportation reauthorization, originally scheduled for debate this spring and summer has been put on hold by the Obama Administration as a result of political maneuvering (Voorhees 2009). It is anticipated that the formal reauthorization will be put off for 18 months, while the current authorization will be extended through temporary measures. In spite of these linkages there are few graduate level courses that systematically explore the dynamic interaction of transportation, policy, and politics. The objective of this project was to address this situation and assess the potential for such a course at Texas A&M University (TAMU). This introductory section outlines several questions that support this objective, in general, why study public policy and politics, and in particular, why study transportation policy? This is followed by a discussion of the research methods used for this assessment and the findings and recommendations for the future.

Why Study Public Policy and Politics?

This report assumes that studying public policy is something that is not only important in general, but would be valuable to those students studying transportation in non-policy or political science disciplines, such as civil engineering, urban and regional planning, or geography, among others. Whether public policy is defined broadly as "whatever governments choose to do or not to do" (Dye 1987, 1), or more narrowly (see for example the list of definitions in Smith and Larimer, 2009), the impact of public policy on transportation (and vice versa) has a significant impact on what transportation professionals can and cannot do.

An understanding of the policy process (in any scientific or technical area, not just transportation) can inform students about how the process works and why things happen the way they do in regard to stakeholders, policy decisions, and implementing bureaucracies. By way of illustration, a simplified stages model of the policy process (see for example Anderson 2006) serves as a general framework. In this model, public policy is defined as a "purposive course of action" (Anderson 1994, 5), and it moves from the initial stages of problem definition and agenda setting, through policy formulation and implementation, and ultimately evaluation. Although simplistic, through this framework the student can gain an appreciation for the who, what, when, why, and how of public policy and how it impacts the particular policy issue or domain of interest. (For more on the public policy process, see, for example, Sabatier 2007; Smith and Larimer 2009; and McCool 1995).

Public policy, by its very nature, is a political process. Public funds, for example, are used to build and maintain roadways, and the decisions to allocate funds are made in concert between elected and public officials (and the general public who vote the officials into or out of office)

and the various interests engaged in the transportation policy domain (contractors, professional associations, and environmental groups). Any course on transportation policy, then, will also be a course on transportation politics and the dynamic nexus between the two.

Why Study Transportation Policy and Politics?

The most recent surface transportation reauthorization legislation (for a summary, see: U.S. House of Representatives 2009) outlines the significant problems facing our current transportation system. Safety, congestion, accidents, a deteriorating infrastructure, cost to the economy and the environment, and the limited transportation choices in this country, are all listed. Most, if not all of these problems, are associated with political or policy decisions, primarily in the allocation of scare resources. If enough money were available to solve any one of these problems it would mean other problems would go unattended, which would not be acceptable to some policy makers and their constituents. The fine balance of allocating resources to solve these problems requires political will and skill. The process of implementing these policies and programs requires an equal amount of skill and understanding of the intent and politics behind the policies. This dynamic is exacerbated by the fact that transportation reauthorization legislation is also considered to be jobs or employment legislation. The current reauthorization investment of $500 billion is being touted as creating or sustaining six million jobs. With these expectations, it is critical that students poised to work in the transportation arena develop an understanding of the policy process associated with the subject area in which they will be working and interacting.

Transportation policy and politics are not only played out at the national level of decision making, but at multiple levels of governance and jurisdictions, including the state, regional, and local levels and even internationally (border crossings, shipping policies). What happens at one level impacts the other levels. This intergovernmental structure of policy and decision making is complex, includes myriad actors and stakeholders, and is responsible for the distribution of billions of dollars of public and private funding each year across a complex system of taxation and redistribution. Subsystems, interest groups, bureaucratic politics, to name a few, are all topics or issues found in the study of public policy and are at the same time very relevant to transportation professionals. For the graduate student in urban planning, civil engineering, and geography, developing an understanding and appreciation of these processes, interactions, and will significantly contribute to the educational professional experience.

Project Objective

At the time this project was implemented there were no course offerings at Texas A&M University covering transportation policy and politics. Considering the focus on transportation in both research and education at TAMU, in particular through the activities of the Texas Transportation Institute (TTI), and the transportation emphasis in the Civil Engineering and Landscape Architecture and Urban Planning programs, the availability of such a course could significantly enhance these existing programs and the respective curriculums. The objective of this project was to assess the potential for such a course and provide recommendations for filling this curriculum gap.

This assessment also addresses the strong educational theme and emphasis of the Southwest University Transportation Center research program. Such a course as recommended in this report would provide additional insight into problems and opportunities facing transportation professionals in all levels of government and private practice. It is also increasingly important for transportation professionals to be familiar with and work in an interdisciplinary environment and to become familiar with policy and political issues and processes relevant to their fields. The project proposed here also provides an opportunity to further develop the collaborative relationship between TTI, the Institute for Science, technology and Public Policy in the Bush School of Government, and other departments at Texas A&M University.

This project systematically assessed the market for a graduate level course in transportation policy and politics at Texas A&M University. The following sections of this report focus on the project methodology, findings, and recommendations. The appendices provide other relevant material including a draft course syllabi and reading lists, and a list of similar graduate courses in transportation policy and politics at other universities.

Methods

In order to answer the research question for this project, we implemented a two-prong research approach. First, we reviewed existing transportation policy and politics courses being offered at other universities to get an idea of what was being offered, course approach, assignments, and objectives, and relevant reading lists or bibliographies. Examples of relevant syllabi, and web links, are included in the appendices. Second, we conducted an internet survey of TAMU graduate students to ascertain the level of interest in and expectations from a graduate course in transportation policy and politics.

Review of Existing Courses

An internet search was conducted of engineering, policy, planning, and geography departments of U.S. universities to identify existing transportation policy courses being offered. While not an exhaustive search, the internet search did provide a comprehensive and viable sample for purposes of this project. A total of 19 courses were identified:

- Planning schools/departments – 7
- Policy schools – 4
- Policy/planning schools – 3
- Engineering – 4
- Geography – 1

We collected and reviewed 13 syllabi (several courses did not have available syllabi at the time of the search). While there were several "transportation policy" courses identified, most were focused on transportation policy and planning together. The summary findings from this review are as follows:

General Approach

Most of the courses adopted a lecture or seminar/discussion approach to teaching. Some included guest speakers/lecturers from the respective university and from local or regional agencies. One course (the geography course) included a GIS laboratory assignment. In addition, some courses included field studies (including project management), case studies, and role playing as part of the curriculum approach. For a more complete illustration of the objectives of the courses, see Appendix A, which includes web links and course objectives from the syllabi.

Emphasis Areas

Most of the courses also adopted a broad focus on subject matter, with the exception of the urban transportation course and one on transportation economics, finance, and policy. Broad topics usually included transportation safety, environmental issues, quality of life, equity, and environmental justice issues, and modal areas such as highway, transit, and freight, for example.

Assignments and Deliverables

Papers were assigned in all classes reviewed, ranging in length and focus from 2-3 page short papers, literature reviews, and book/article reviews, to 15-20 page research papers on "hot" transportation topics. Several courses required group projects. Presentations of these research papers/projects were generally a course requirement, too. Exams ranged from weekly (general short answer and essay) to the typical mid-term and final exam structure. Class participation requirements also made up a part of the grading schemes for the courses.

Assigned Readings and Books

Course reading lists ran the gamut from very few (if any) assigned texts to extensive readings lists and bibliographies. Several included course packets of selected readings. Government reports and documents were also frequently assigned. Of the assigned readings, several were found in more than one course; the first book listed below, by Hansen and Giuliano, was assigned in five of the 13 syllabi reviewed, while the remaining books were assigned in two courses.

Hansen, S. and G. Giuliano (Eds.) 2004. *The Geography of Urban Transportation*, 3rd edition, New York: Guilford Publications.

Button, K., and K. Stough (Eds.) 1998. *Transport Policy*. Northampton: Edward Elgar Publishing.

Downs, A. 2004. *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion*. Brookings Institution Press.

Dunn, J. A. 1998. *Driving Forces: The Automobile, Its Enemies, and the Politics of Mobility*. Brookings Institution Press.

Garrison, W. L., and D. M. Levinson. 2006. *The Transportation Experience: Policy, Planning, and Deployment.* New York: Oxford University Press.

Weiner, E., 1997. *Urban Transportation Planning In the United States: An Historical Overview*. U.S. Department of Transportation.

An aggregated bibliography of assigned books and journals, form which individual readings and articles were assigned, from these courses is included in Appendix C and provides a useful snapshot of available sources for a course on transportation policy and politics.

Survey

Our internet survey was developed to solicit input, suggestions, and ideas related to the feasibility and utility of offering a transportation policy course at TAMU. The survey instrument was approved for implementation by the TAMU Institutional Review Board. We targeted graduate students in the Civil Engineering, Geography, Landscape Architecture and Urban Planning, Political Science departments, and the Bush School Master's of Public Service and Administration program, and sent them an introductory e-mail directing them to a Survey Monkey survey link. The survey instrument is included in Appendix B. It was designed to take approximately 5 minutes to complete. Our total sample target was approximately 250 students and we received 36 responses (14% response rate).

The overall interest in a graduate level transportation policy and politics course was positive, with 27% of respondents being very interested, 49% somewhat interested, and 24% not interested (Figure 1). We also queried the respondent's interest in specific transportation issues and also modal areas of interest. The transportation issues of greatest interest were the future of transportation policy, environmental impact, urban transportation, and the policy process, each receiving 16 or more responses. Public transit attracted the most modal interest. Figures 2 and 3 illustrate these responses.

In response to more logistical queries, the respondents stated that having guest speakers with transportation policy expertise (at least once a month) would make them more likely (78%) to take such a course. The location of the course offering was of little significance, with only 5 negative responses to the course being offered in the Allen Building/Bush School on West Campus, as compared to offering it on the main campus.

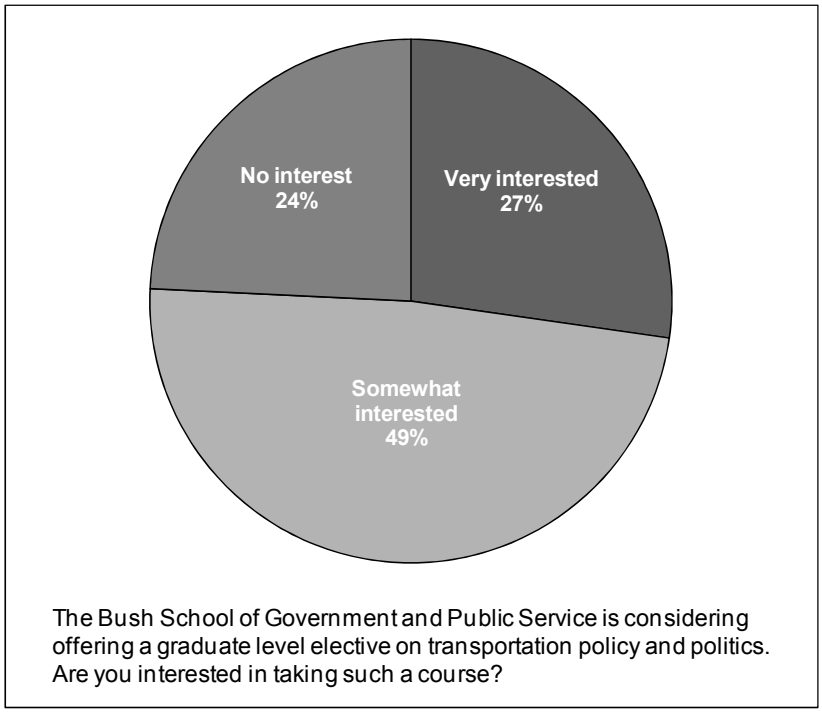

Figure 1. Interest in Transportation Policy and Politics Course at the Graduate Level.

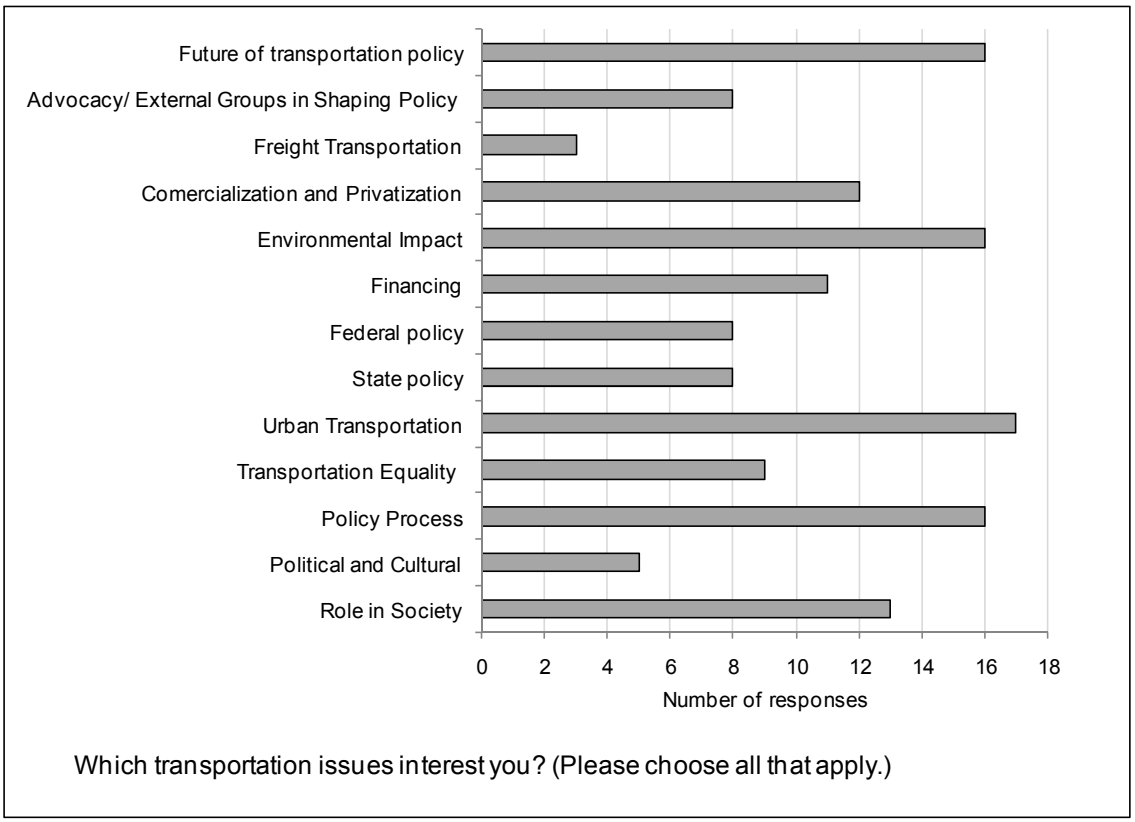

Figure 2. Interest in Transportation Issues.

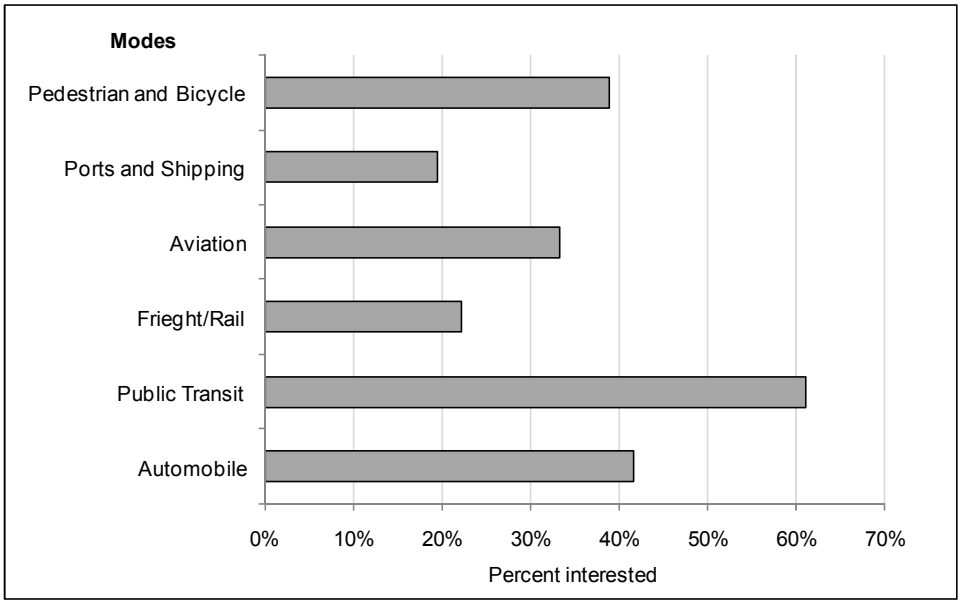

Figure 3. Interest in Modal Areas.

Findings and Recommendations

This project systematically identified examples of transportation policy courses being offered at other universities and assessed the market for a graduate level course in transportation policy and politics at Texas A&M University. The review of courses being offered elsewhere found a range of courses being offered, primarily in planning and policy schools, with a few in civil engineering programs. These existing courses provide a rich source of ideas, questions, and resources that could be accessed for developing and sustain a similar course at TAMU. The results of the survey show a relatively high interest from current graduate students across the targeted departments at TAMU. Location of the course was not a concern to the respondents, suggesting that whichever department or college adopted such a course would expect to be able to attract students from either side of campus (West or Main). Based on these findings in general we recommend the development and offering of a transportation policy course in the near future. More specifically we offer the following recommendations:

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- Cross list the course with the Bush School and the LAUP department.
- Encourage Civil Engineering and Geography departments to list course as an elective and encourage those students to participate.

A draft syllabus that could be used for course development is included in Appendix D.

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Rose, M. H. (1990). *Interstate: Express highway politics, 1939-1989*. (Rev. ed.). Knoxville: University of Tennessee Press.

Sabatier, P. A. (Ed.). (2007). *Theories of the policy process*. (2nd ed.). Boulder, CO.: Westview Press.

Smith, K. B., and C. W. Larimer. (2009). *The public policy theory primer*. Boulder, CO.: Westview Press.

U.S. House of Representatives, Committee on Transportation and Infrastructure. (2009). *The Surface Transportation Authorization Act of 2009: A blueprint for investment and reform. Executive summary*. Retrieved from: http://transportation.house.gov/Media/file/Highways/HPP/Surface%20Transportation%20Blueprint%20Executive%20Summary.pdf.

Voorhees, J. 2009. (2009, June 18). Oberstar, Mica plan $500b, 6-year transportation reauthorization. *The New York Times*.

APPENDIX A - OTHER SYLLABI AND LINKS TO COURSES

University of California, Los Angeles (UCLA)
Department of Urban Planning
Master of Public Policy – Transportation Policy and Planning
Master of Arts in Urban Planning – Transportation Policy and Planning
Doctor of Philosophy in Urban Planning – Transportation Policy and Planning
Transportation systems connect communities, regions, and nations, and the faster and cheaper movement of people, goods, and information around the globe is widely viewed as key to economic prosperity. All of this mobility, however, occasions significant environmental costs, and building and operating transportation infrastructure is expensive. Transportation is at the heart of debates over international trade policy, national economic development policy, regional environmental policy, and community involvement in local land use policy. Given the Los Angeles role as an international transportation hub, and its legendary reputation for congestion problems, the region is an ideal laboratory for the study of transportation policy and planning.

The Transportation Policy and Planning concentration gives students a solid grounding in current transportation policy issues. While the program emphasizes domestic surface transportation policy, transportation students work on all aspects of transportation policy. Students learn about the relationships between transportation systems and metropolitan development patterns; they debate policies to address traffic congestion and urban sprawl; they explore proposals for high-tech traveler information systems within cities and high-speed rail systems between cities; they use travel forecasting models to predict travel behavior; they study the relationships between transportation access, poverty, and economic development; they learn about transportation finance at the federal, state, and local levels; and they examine policies and programs that aim to reduce the environmental costs of mobility.

Transportation Economics, Finance, and Policy
http://www.spa.ucla.edu/up/webfiles/S09/257S09.pdf

This course includes an overview of transportation finance and economics; concepts of efficiency and equity in transportation finance; historical evolution of highway and transit finance; current issues in highway finance; private participation in road finance, toll roads, road costs and cost allocation, truck charges, and congestion pricing; current issues in transit finance; transit fare and subsidy policies; and contracting and privatization of transit services.

George Mason University
School of Public Policy
The MA in Transportation Policy, Operations, and Logistics (TPOL) Program is designed for students and practicing professionals engaged in planning, regulating, managing, and operating transportation facilities and services. Students obtain a working knowledge of the theory, policy, law, research, and practices required to effectively and efficiently supply and operate transportation facilities and services. They also learn to think critically and analytically about the problems and challenges in this field and communicate their analyses clearly and effectively through written and oral presentations.

Transportation Planning and Policy
http://policy.gmu.edu/Portals/0/syllabi/2009_1/PUBP718_001.pdf

Introduces highway, rail, air, and water transport planning in United States. Teaches legislative, organizational, fiscal, legal, and political environment within which planning for transportation facilities and services takes place. Introduce technical and analytical methods for transportation planning. Focus is largely on public sector, but also considers commercial transport planning and role of private sector in helping to design, manage, and finance transport systems.

Georgia Institute of Technology
City and Regional Planning
Introduction to Transportation Planning and Decision Making
http://www.coa.gatech.edu/crp/courses/CP6311.htm

This course introduces the student to the methodological evolution of urban transportation planning theory and examines the context in which such planning occurs. This includes an overview of the technological, economic, and social aspects of transportation. The impact of societal changes on future developments in the field is also examined. Laboratory exercises will be used to expose students to different methodological approaches. These labs are structured to increase the student's understanding of basic tenets and principles. This course is divided into blocks of lectures which correspond to major topics and themes that run throughout the course. These topics have been selected to expose students to the major ideas and relevant literature.

University of Illinois, Chicago
Urban Planning and Policy
Urban Transportation II: Transportation Policy Analysis
http://www.utc.uic.edu/education/UPP%20561-URBAN%20TRANSPORTATION%20II-TRANSPORTATION.pdf

The purpose of this course is to examine key issues affecting transportation policy. The course will cover material on strategic policies and emerging trends in various transportation modes and sectors. Equitable and efficient access to jobs and social opportunities have strong implications for quality of life in communities. The relationship of transportation to the environment and energy usage to the decentralization of urban areas and to regional economic development and industry growth are only some of the many factors of concern to policy makers. Further, the activity patterns of individuals are changing, and there is a need to supply transportation systems that reflect these changing needs. As the focus of transportation policies increasingly move away from provision of mobility (simple movement of people, goods, and commodities) to the harder questions of equitable accessibility to "spatial opportunities," a re-thinking is occurring in transportation communities regarding future transportation policies. Students are also exposed to the principles of transportation policy analysis.

Iowa State University
Community and Regional Planning
Transportation Policy Planning
http://www.ctre.iastate.edu/educweb/crp445/

Transportation policy decisions should be based on their outcomes (e.g., safety, reduced costs for users, economic prosperity, quality of life, "environmental justice," and environmental quality). Policy and planning decisions should be based on valid and current information and the use of appropriate management information systems and analytical tools. This course will introduce a number of transportation policy topics and the tools necessary to perform policy analysis. Students will be required to complete a semester project involving a current transportation policy issue and apply some of the tools and techniques covered in the course. The focus of the course will be on policy analysis at the state and metropolitan levels, mainly from a public sector perspective.

University of Maryland
Urban Studies and Planning
Introduction to Transportation Planning

This course serves as an introduction to the transportation planning process and serves as the gateway course for the transportation planning track. The content will cover the role of government in the transportation policy making and the various levels of decision making involved in transportation planning for urban areas.

New York University
Robert F. Wagner Graduate School of Public Service
Transportation Policy
Link to current syllabus not available. See printed version.

This course will introduce the student to the development and implementation of policy in transportation. It will cover principal issues, programs, concepts, decision-making processes, and institutional relationships. A broad conceptual framework to understand how policy is formed at the federal, state, and local level will be analyzed. Key leaders in the transportation field will participate as guest speakers. The course will also provide an opportunity to analyze policy development and implementation from the perspective of a transportation policy head.

University of North Carolina at Chapel Hill
The Department of City and Regional Planning
Transportation Policy

http://www.planning.unc.edu/files/rodriguez/738syllabus.pdf
With shifting political priorities and accumulating scientific evidence, the role of governments in transportation policy-making has changed significantly over the past three decades. Concepts such as congestion pricing, individualized car insurance, private toll roads, and for-profit mass transportation are beginning to be seriously considered as elements of a broad transportation policy both in the developed and the developing world. Meanwhile, local issues regarding the

appropriateness of specific investments, their impacts on specific subpopulations, levels of travel demand, and transportation-related environmental concerns continue to be dominant themes of grass-roots politics. At the local and federal level, transportation continues to play a central role in concerns about sustainability, from local food buying to peak oil and climate change.

This course examines surface transportation from a public policy perspective. It is divided into four parts. Part 1 provides an introductory review of the role of government in transportation. Part 2 covers how transportation decisions are evaluated, including the vital role that planners play in conducting technical analyses. The emphasis is on understanding how technical tools are used for project evaluation, whereas the mechanics of the tools are covered in other courses (PLAN 739 and 785). Part 3 covers policy responses to congestion problems. Finally, Part 4 covers transportation's role in achieving environmental and social sustainability.

Objectives
The course introduces students to the current transportation policy discussions and methodological approaches for evaluating and making policy decisions. Students will be able to learn from the policy experience of many countries in areas such as:
• The role of government in transportation markets
• Transportation infrastructure financing
• Evaluation of transportation investments
• Transportation's role in sustainability and peak oil
• Approaches to address traffic congestion
• Market and non-market approaches for addressing mobile source pollution
• Environmental justice analyses in transportation

University of Northern Iowa
Department of Geography
Transportation Planning and Policy
http://www.uni.edu/~strausst/transport_planning.htm

The performance of transportation systems, good or bad, affects individual and societal quality of life in a variety of ways. Transportation is a key component of economic, social, political, and environmental systems. It affects the ways places, regions, and countries develop and interact, and it influences individuals' residence and workplace locations and their access to economic and social opportunities. The provision of transport infrastructure entails substantial public and private capital expenditures, and its operation is strongly affected by public policy and private decision-making. Transportation operates within a variety of economic, social, and political systems, and it can be analyzed using a variety of methodologies through an interdisciplinary approach.

Transportation planning is an integrative discipline that focuses on the movement of goods, people, and information across space, and on the various contexts (e.g., economic, behavioral, political, social) in which this movement takes place. This course will examine the characteristics and operation of transportation systems from several perspectives, including the importance of transportation costs, economic development, public policy considerations, safety, and methodologies related to the analysis of transportation. The use of computer software to

analyze transportation systems has become increasingly important. Thus, the class will take place in both a standard classroom setting (in ITTC 228) as well as in a computer lab (in ITTC 234).

Princeton University
Woodrow Wilson School of Public and International Affairs
Domestic Policy Analysis: Transportation
http://www.princeton.edu/~alaink/WWS527aF08/WWS527aSylF08.pdf

Studied is the transportation sector of the economy from a broad public policy perspective with an emphasis on technology. The focus is on the modeling and methodologies that underpin the policy formulation, capital and operations planning, and real-time operational decision making within the transportation industry. With shifting national priorities, the public sector role in transportation continues to change significantly. The heightened sensitivity of security creates new challenges. Radical concepts such as "value" pricing, private toll roads, and for-profit mass transportation are beginning to be seriously considered as elements of a broad transportation policy. Meanwhile, local issues of traffic congestion, road construction, and transportation-related environmental issues are dominant themes of grass roots planning and policy analysis. Finally, global warming, CAFE standards on SUVs and $147 a barrel oil may be big enough straw to "finally break our back." We may now be prepared to change our view on oil as we've changed our views on tobacco (which took forty years). Investigated will be ways that we can begin to finally wean ourselves from our addiction to oil.

The first part of the course, "policy, planning, and decision making," surveys the transportation sector of the economy by studying and evaluating the current change in the balance between federal, regional, and local transportation agencies, private transportation providers, consumers of transportation and those impacted by transportation. Studied are the roles played by each of the participants in the transportation sector of the economy. The historical evolution of transportation policy will provide a perspective for evaluating current proposals for a reorientation of transportation priorities.

Rutgers University
Edward J. Bloustein School of Planning and Public Policy
Urban Transportation Policy Analysis
http://policy.rutgers.edu/faculty/syllabi/pucher555.pdf

This course provides an overview of travel trends, problems, alternative solutions, and government policies in urban transport, focusing mainly on the United States. We survey the characteristics of the present urban transport system and examine historical developments in both transport and land use. We analyze several specific problems of the present car-dominated system: energy use, equity, congestion, air pollution, safety, and urban sprawl. We also examine problems of public transportation, particularly the fiscal crisis of transit and the need to improve service quality. We evaluate the relative effectiveness and cost of various proposed solutions: e.g., traffic management, business regulation, pricing and taxation policies, improved technology, increased transit service, widespread adoption of carpooling and vanpooling, consumer regulation, traffic calming, better facilities for pedestrians and cyclists, and limited investment in highway infrastructure. The political/institutional context of urban transportation

(legislation, subsidies, regulations, planning guidelines) has changed dramatically in recent years. The evolution of that political/institutional context will be presented, along with discussion of its consequences for the future of transportation planning.

Rutgers University
Edward J. Bloustein School of Planning and Public Policy
International Transportation Policy and Planning
http://policy.rutgers.edu/faculty/syllabi/Pucher557.pdf

This seminar focuses on a comparative examination of transport systems, problems, policies, and planning around the world, including both developed and developing countries. Due to my own interest in international, comparative analysis in transportation and much student interest in the topic of transport in developing countries, I have decided to bring together those of us interested in the topic in this seminar.

University of Wisconsin – Milwaukee
Department of Urban Planning
Transportation Policy and Planning
http://www.uwm.edu/SARUP/syllabi/planning/945-771-spring2009.pdf

This course is intended to provide an understanding of how transportation planning intersects with public policy and politics on the national, state, and local level. It will help develop an understanding of the federally-mandated transportation planning process and federal budget and transportation policies, with a particular focus on how those mandates and policies impact real world decision-making in Wisconsin and Greater Milwaukee. The course also will review the history of urban transportation, transportation finance, land use and transportation interaction, and the impacts of new technology on transportation systems.

CLASSES OFFERED, BUT NO SYLLABI FOUND

UC Davis
Graduate Group in Transportation Technology and Policy
http://www.its.ucdavis.edu/ttp/index.php

North Carolina State University
Department of Civil Engineering
Transportation Policy

Special topics course, found no course description
http://www.ce.ncsu.edu/graduate/transportation/courses.phtml

USC
School of Policy, Planning, and Development
offers PPD 634 - Institutional and Policy Issues in Transportation, but I can't find an actual course description or syllabus

http://www.usc.edu/schools/sppd/programs/masters/cross_program_specializations/civil_infrastructure.html

Northwestern University
Master of Arts in Public Policy and Administration
Transportation Policy
http://www.scs.northwestern.edu/grad/courses/?Program=MPPA&Department=MPPA&Course=471-0

The course is designed as a review of urban transportation policies with an emphasis on the Chicago region. After briefly reviewing current transportation problems, we will examine the broad parameters of federal support and the politics and financing for transportation infrastructure. We will next concentrate on traffic congestion and the importance of travel forecasting models and planning agencies in addressing the problem. This course will conclude with an analysis of business involvement in promoting initiatives to improve the Chicago region's transportation infrastructure. Part of the MPPA Urban Policy specialization.

LSU
Civil and Environmental Engineering Department
Urban Transportation Policy and Planning
http://www.cee.lsu.edu/courses/Lists/Course_catalog/DispForm.aspx?ID=144

Introduction to and definition of transportation planning; transportation planning context; characteristics of travel; politics, decision making and models of decision makers; systems analytic approaches to transportation planning; inventory, data management, and spatial representation of data; land use and transportation; inputs to travel forecasting.

MIT Open Courseware Class

http://ocw.mit.edu/OcwWeb/Civil-and-Environmental-Engineering/1-223JFall-2004/CourseHome/index.htm

APPENDIX B – INTERNET SURVEY INSTRUMENT

Transportation Policy & Politics Course

Exit this survey

1. Transportation Policy & Politics Course

Thanks again for taking the time to complete the Transportation Policy & Politics course survey. It should take you no more than 5 or 10 minutes to complete.

1. Please tell us some information about yourself:

Department:

Degree in process:

Expected Graduation Date:

2. Is there a transportation major or track available to you in your department? If so, are you enrolled in this track?

- Yes, and I am enrolled in this track
- Yes, but I am not enrolled in this track
- No, there is not a transportation track available in my department

3. Have you taken any public policy courses (general or otherwise) before? If so, please list them:

Undergraduate level

Graduate level

4. The Bush School of Government & Public Service is considering offering a graduate level elective on transportation policy and politics. Are you interested in taking such a course?

- Very interested
- Somewhat interested
- No interest

5. I'm more likely to take an elective transportation policy course during the:

- ☐ Spring semester
- ☐ Fall semester
- ☐ I am not interested in taking this course if offered

6. Which transportation issues interest you? (Please choose all that apply.)

- ☐ Role of transportation in American society
- ☐ Political and cultural themes in transportation policy
- ☐ Transportation policy process
- ☐ Transportation equity issues
- ☐ Metropolitan/urban transportation
- ☐ State transportation policy
- ☐ Federal transportation policy
- ☐ Financing transportation policy
- ☐ Environmental impact
- ☐ Commercialization and privatization of transportation
- ☐ Role of freight transportation
- ☐ Role of advocacy/external groups in shaping transportation policy
- ☐ Future of transportation policy

Other (please specify)

7. Which mode of transportation are you most interested in studying? (Please choose all that apply.)

- ☐ Automobile
- ☐ Public transit
- ☐ Freight/rail
- ☐ Aviation
- ☐ Ports and shipping
- ☐ Pedestrian/bicycle

Other (please specify)

8. Would regularly scheduled guest speakers (one per month for example) with transportation policy expertise make you more likely to take this course?

- ☐ Yes
- ☐ No

9. This course may be taught at the Bush School of Government and Public Service, in the Allen Building on the West Campus. Would this location (away from the main campus) influence your decision to take this course?

- ☐ More likely to take the course
- ☐ Location makes no difference
- ☐ Less likely to take this course

10. Please provide any other comments/feedback you may have:

Done

APPENDIX C - BIBLIOGRAPHY OF TEXTS AND OTHER MATERIALS USED

Transportation Policy & Politics Course Readings

Adger, W., J. Paavola, S. Huq, & M. Mace (Eds.). (2006). *Fairness in adaptation to climate change.* Cambridge: MIT Press.

Altshuler, A. A., Womack, J. P., & Pucher, J. R. (1981). *The urban transportation system: Politics and policy innovation*. Cambridge, MA: MIT Press.

Ballou, R. H. (1999). Transport fundamentals, In *Business logistics management: Planning, organizing, and controlling the supply chain* (4th ed.) (pp. 135-184). Upper Saddle River, NJ: Prentice Hall.

Banister, D. (Ed.). (1998). *Transport policy and the environment.* New York: Routledge Press.

Banister, D. (Ed.). (2002). *Transport planning* (2nd ed.). New York: Spon Press.

Banister, D. (2005). *Unsustainable transport: City transport in the 21st century*. New York: Routledge Press.

Bardach, E. (2005). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (2nd ed.). Washington, D.C.: CQ Press.

Brewer, A. M., K. J. Button, & D. A. Hensher (Eds.). Chapter 7. *Handbook of logistics and supply-chain management* (pp. 99-126). Handbooks in Transport, Vol. 2. Amsterdam: Pergamon.

Bulkeley, H., & M. Betsill. (2003). *Cities and climate change: Urban sustainability and global environmental governance.* New York: Routledge Press.

Button, K., & K. Stough (Eds.). (1998). *Transport policy*. Northampton: Edward Elgar.

Dilger, R. (2003). *American transportation policy.* Westport, CT: Praeger.

Downs, A. (2004). *Still stuck in traffic: Coping with peak-hour traffic congestion*. Washington, D.C.: Brookings Institution Press.

Dunn, J. A. (1998). *Driving forces: The automobile, its enemies, and the politics of mobility*. Washington, D.C.: Brookings Institution Press.

Farrell, A., & J. Jager (Eds.). (2006). *Assessments of regional and global environmental risks: Designing processes for the effective use of science in decisionmaking.* Washington, D.C.: Resources for the Future Press.

Fein, M. (2008). *Paving the way: New York road building and the American state, 1880-1956*. Lawrence: University Press of Kansas.

Garrison, W. L., & D. M. Levinson. (2006). *The transportation experience: Policy, planning, and deployment.* New York: Oxford University Press.

Garrison, W. L., & J. D. Ward. (2000). *Tomorrow's transportation: Changing cities, economies, and lives*. Boston: Artech House.

Gifford, J. L. (2003). Transportation and the economic vitality of communities. In *Flexible Urban Transportation*. Oxford: Elsevier.

Goddard, S. (1994). *Getting there: The epic struggle between road and rail in the American century*. New York: Basic Books.

Gomez-Ibanez, J. A., W. B. Tye, & C. Winston (Eds.). (1999). *Essays in transportation economics and policy – A handbook in honor of John R. Meyer*. Washington, D.C.: Brookings Institution.

Goulias, K. G. (Ed.). (2003). *Transportation systems planning: Methods and applications.* New York: CRC Press.

Gray, G., & L. Hoel (Eds.). (1992). *Public transportation* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Greene, D. L., D. W. Jones, & M. A. Delucchi (Eds.). (1997). *The full costs and benefits of transportation: Contributions to theory, method and measurement*. Heidelberg: Springer-Verlag Berlin.

Gutfreund, O. (2004). *20th century sprawl: Highways and the reshaping of the American landscape.* New York: Oxford University Press.

Hansen, S., & G. Giuliano (Eds.). (2004). *The geography of urban transportation* (3rd ed.). New York: Guilford.

Heilbrun, F., & P. A. McGuire. (1987). The economics of urban transportation. *Urban economics and public policy* (3rd ed.). New York: St. Martin's Press.

Jones, D. W. (1985). *Urban public transit: Economic and political history*. Englewood Cliffs, NJ: Prentice Hall.

Kay, J. H. (1997). *Asphalt nation: How the automobile took over America and how we can take it back*. Berkeley: University of California Press.

Lave, C. A. (Ed.). (1985). *Urban transit: The private challenge to public transportation*. Cambridge: Ballinger.

Lucas, K. (Ed.). (2004). *Running on empty: Transport, social exclusion, and environmental justice*. Bristol, UK: The Policy Press.

Meyer, J. R., & J. A. Gomez-Ibanez. (1981). *Autos, transit, and cities*. Cambridge: Harvard University Press.

Meyer, M. D., & E. J. Miller. (2001). *Urban transportation planning: A decision-oriented approach* (2nd ed.). New York: McGraw Hill.

Nakagawa, D., & R. Matsunaka. (1997). *Funding transport systems: A comparison among developed countries*. New York: Pergamon.

Nijkamp, P., & E. Blaas. (1994). *Impact Assessment and evaluation in transportation planning.* Dordrecht: Kluwer Academic Publishers.

Nijkamp, P., S. A. Rienstra, & J. M. Vleugel. (1998). *Transportation planning and the future.* West Sussex: John Wiley & Sons.

Nivola, P.S., & R. W. Crandall. (1996). *The extra mile: Rethinking energy policy for automotive transportation*. Washington, D.C.: Brookings Institution Press.

Organisation for Economic Co-operation and Development (OECD). (1995). *Urban travel and sustainable development*. Paris: OECD.

Owens, S., & R. Cowell. (2002). *Land and limits: Interpreting sustainability in the planning process.* New York: Routledge Press.

Parry, M., & T. Carter. (1998). *Climate impact and adaptation assessment.* London: Earthscan.

Plant, J., V. Johnston, & C. Ciocirlan (Eds.). (2007). *Handbook of transportation policy and administration.* New York: CRC Press.

Pucher, J. & C. Lefevre, (1996). *Urban transport crisis in Europe and North America*. London: Macmillan Press.

Rodrigue, J., C. Comtois, & B. Slack. (2006). *The geography of transport systems*. New York: Routledge Press.

Rose, M. H. (1990). *Interstate: Express highway politics, 1939-1989*. (Rev. ed.). Knoxville: University of Tennessee Press.

Schaeffer, K. H., & E. Sclar. (1980). *Access for all: Transportation and urban growth*. New York: Columbia University Press.

Sclar, E. D. (2000). *You don't always get what you pay for: The economics of privatization*. Ithaca: Cornell University Press.

Stern, P., & H. Fineberg (Eds.). (1996). *Understanding risk: Informing decisions in a democratic society*. Washington, D.C.: The National Academies Press.

Sussman, J. (2000). *Introduction to transportation systems*. Boston: Artech House.

Vuchic, V. R. (1999). *Transportation for livable cities*. New Brunswick, NJ: Center for Urban Policy Research.

Wachs, M. (2003). *Improving efficiency and equity in transportation finance*. Brookings Center on Urban and Metropolitan Policy Transportation Reform Series. Washington, DC: Brookings Institution Press.

Weiner, E. (1997). *Urban transportation planning in the United States: An historical overview*. U.S. Department of Transportation.

Winston, C., & C. Shirley. (1998). *Alternate route toward efficient urban transportation*. Washington, D.C.: Brookings Institution Press.

Wright, P., & N. Ashford. (1998). *Transportation engineering: Planning and design* (4th ed.). New York: John Wiley & Sons.

Transportation & Transportation Policy Journals

Access
Economics and Policy
Journal of Transport
Public Works Management & Policy
Technological Forecasting and Social Change
The Journal of the American Planning Association
The Journal of Transport Geography
The Journal of Transportation and Statistics
The Journal of Transportation Research Board
Transport Policy
Transport Reviews
Transportation
Transportation Quarterly
Transportation Research Record
World Transport Policy and Practice

APPENDIX D – DRAFT SYLLABUS

PSAA/LAUP 689 (tentative). Transportation Policy and Politics

DRAFT – subject to revision

Course Description

This course is intended to provide an overview of the intersection of transportation and public policy and politics. Transportation, public policy, and politics are inextricably linked and have been, in the United States, from at least 1956, with the birth of the federal highway system and the Interstate Highway Act, if not earlier. Much of the transportation system we enjoy today is paid for by public funds—which in and of itself invokes a political process. From the 1956 Act to the present day debate on the latest federal transportation reauthorization effort, the effort to solve the transportation problems in this country has been a political process. An understanding of the policy process (in any scientific or technical area, not just transportation) can inform students about how the process works and why things happen the way they do in regard to stakeholders, policy decisions, implementing bureaucracies, etc. Public policy, by its very nature, is a political process. Public funds, for example, are used to build and maintain roadways, and the decisions to allocate funds are made in concert between elected and public officials (and the general public who vote the officials into or out of office) and the various interests engaged in the transportation policy domain (contractors, professional associations, and environmental groups). Any course on transportation policy, then, will also be a course on transportation politics and the dynamic nexus between the two.

As such, the readings for this course will come from a variety of disciplines, including public policy and the policy process, the public understanding of science literature, science, and technology studies, readings, and research in public policy processes and interest groups, and from the various substantive transportation issue areas.

The course is divided roughly into two sections. The first section considers the issues of transportation policy and politics from theoretical and conceptual perspectives. The second section considers substantive issues of importance to stakeholders in the transportation policy domains. We will be interested in seeing how these policy domains relate to the theoretical discussions of the first section.

Course Requirements

The requirements for this course are divided between class participation and deliverables. It is quite appropriate to observe current events and raise questions and comments during class if relevant to the general topic of transportation policy or for the substantive topics for the week. Attendance is recommended and is necessary for the class participation component of your grade. Students will also be assigned readings during the course of the semester to review and present to the class for discussion as part of the class participation component. There will be two general assignments, a mid-term paper proposal (including preliminary bibliography and literature review), and a research paper/presentation. Grades will be based on the following:

Class participation. 20 percent
Term paper proposal (mid-term). 30 percent
Paper and presentation. 50 percent

Your **class participation** grade depends on two factors: 1) being prepared and participating in the class discussions, and 2) presentation of an assigned reading and directing the class discussion (at least once during the semester).

The **term paper proposal (mid term)** will be approximately 5 pages in length and will outline your topic, approach, and include a brief list of possible resources. These will be approved by me and we will discuss them in class.

Paper and presentation requirements.
Select one current transportation policy issue (subject to approval) and review 1) the nature of the problem or issue (who, what, how, why), 2) controversies and consensus, 3) the politics and policies associated with your issue, and 4) how this relates to the theoretical policy frameworks discussed in class. Use appropriate resources and references and aim for a 20-page paper (plus references). Your presentation will assume a typical "conference" format and be limited to 10 minutes (depending on the size of the class). More specific details and requirements will be provided later in the semester.

Selected Readings (tentative)

Readings for this course will cover a wide range of literature as well as current news articles. There will also be a reader or course pack required. The following are required books for the course:

Garrison and Levinson. 2006. The Transportation Experience: Policy, Planning and Deployment. Oxford University Press.

Gutfreund. 2004. 20th Century Sprawl: Highways and the Reshaping of the American Landscape. Oxford University Press.

Kingdon. 1995. Agendas, Alternatives and Public Policies, 2nd edition. Harper Collins.

Metz. 2008. The Limits to Travel: How far will You Go? Earthscan.

Smith and Larimer. 2009. The Public Policy Theory Primer. Westview Press.

Other topical readings will be assigned and I will also have a list of suggested readings for the substantive topic areas available during the semester.

Plagiarism and Cheating

Plagiarism, one of the categories of scholastic dishonesty listed in the TAMU Student Rules, includes: 1) failing to credit sources used in a work product in an attempt to pass off the work as one's own; and, 2) attempting to receive credit for work performed by another, including papers obtained in whole or part from individuals or other sources. Plagiarism, and cheating on exams, will not be tolerated and will be punished to the maximum extent possible. Students are expected

to comply with the Aggie Honor Code: "An Aggie does not lie, cheat, or steal, or tolerate those who do."

Americans with Disabilities Act (ADA) Statement

The ADA is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with disabilities are guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building, or call 845-1637.

Course Outline (tentative and subject to change)

Week 1. Introduction. This week will focus on course requirements and expectations. Readings as assigned in class.

Week 2. The public policy process.

Week 3. Transportation problems and solutions and the role of indicators in the debate; Politics and science and technology – historical and current situation.

Week 4. Transportation experts in the policy process – subjective versus objective science, role of the expert.

Week 5. Stakeholders, from the general public to the President.

Week 6. Public understanding of science and science and the impact on transportation policy.

Week 7. Substantive topic. Urban versus rural transportation

Week 8. Substantive topic. Modal policy and politics.

Week 9. Substantive topic. Safety policy and politics.

Week 10. Substantive topic. Transportation and energy policy.

Week 11 Substantive topic. Transportation and climate change.

Week 12. Substantive topic. Transportation technology and subsystem politics.

Week 13. Substantive topic. International transportation issues. Course review.

Week 14. Last week of class. Presentations and term papers due in class.