

**PADM 721: Transportation Policy and Planning
Old Dominion University**

COURSE SYLLABUS

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

Potholes, traffic congestion, crumbling bridges, the gas tax, and distracted driving. Transportation issues are on the front page and on the minds of policymakers. This **seminar** will look at the historical, cultural, demographic, technological, economic and political underpinnings of transportation policy in the United States. The course will focus on understanding how transportation policy is formed at the federal, state, regional and local level by examining statutory and regulatory frameworks, institutions involved in transportation policy, policymaking processes and the stakeholders who shape transportation policy and investments.

This course discusses key topics relevant to surface transportation policy and planning, and highways and roads specifically. The course provides an overview of important issues critical to transportation policy and planning at the current crossroads that has emerged due to the aging and lack of capacity of existing infrastructure; the complex intergovernmental and multi-sectoral approach to transportation decision making; devolution of transportation decision making to lower levels of government; challenges in generating revenues and paying for transportation, and changing assumptions regarding the roles and functions of transportation.

The following key questions will frame course discussion:

- (1) Why is transportation important?
- (2) How do federal policies guide and affect the transportation system we have today?
- (3) How is the transportation system financed at the federal, state and local level, and what are the problems associated with transportation finance?
- (4) What is the relationship between transportation, the environment, and the economy?
- (5) How have federal, state and local politics impacted transportation policy in the recent past, and how might political issues continue to impact transportation policy in the near- and long-term?
- (6) What are the nation's biggest transportation challenges and how might those be resolved?

The course will cover the following topics:

- (1) Actors and their roles,
- (2) Public involvement in transportation planning,
- (3) Transportation and highway finance (e.g. fuel taxes, tolls and user charges, debt financing),
- (4) Innovative financing and the future of highway finance,
- (5) Privatization and public-private partnerships,
- (6) Other critical issues and questions facing transportation policy of the future.

This course has five broad learning outcomes. By the end of the course, you will:

- (1) Understand the central issues in transportation policy and planning;
- (2) Understand the roles of the multiple stakeholders in transportation policy process, and their respective concerns;
- (3) Be able to synthesize information from government data, published studies, and other sources to determine what information is known and what questions remain unanswered regarding a transportation policy issue;
- (4) Be able to apply knowledge about the functional, social, political, environmental, and technical aspects of transportation to articulate and evaluate transportation policy;
- (5) Be able to develop well-reasoned oral and written policy analysis and arguments on issues related to a technical policy area such as transportation policy.

READINGS

There is one required text for this course:

Smith, Catherine F. 2013. *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process, 3rd edition*. New York: Oxford University Press. ISBN: 978-0-19-993392-1. Note: Please make sure to purchase the 3rd edition, as it contains an important chapter that will be used for this course.

Additional assigned and supplemental readings are drawn from book chapters, journal articles, reports, conference papers, and the instructor's notes. These readings are available on BlackBoard.

GRADING

Course grading will be based on the following:

Three written assignments

Problem definition	15 points
Policy analysis/evaluation	30 points
Position argument	20 points

Participation and attendance	25 points
On-line participation	<u>10 points</u>
TOTAL	100 points

<u>Points</u>	<u>Letter Grade</u>	<u>Points</u>	<u>Letter Grade</u>
93-100	A	80-82	B-
90-92	A-	77-79	C+
87-89	B+	70-76	C
83-86	B	< 70	F

Note: A grade of "I" indicates assigned work yet to be completed in a given course or absence from the final examination. It is assigned only upon instructor approval of a student request. The "I" grade can be given only in exceptional circumstances beyond the student's control, such as illness. In these cases, the student is responsible for notifying the faculty member. The "I" grade becomes an "F" if not removed by the last day of classes of the following term (excluding the exam period) according to the following schedule: "I" grades from the fall semester become "F", if not removed by the last day of classes of the spring semester; "I" grades from the spring and summer sessions become "F" if not removed by the last day of classes of the fall semester. An "I" grade may not be changed to a "W" under any circumstances. Important: All written assignments must be submitted via BlackBoard (under 'Assignments') in Word format (no PDF documents will be accepted). All assignments MUST be submitted by 11pm on the designated due dates. **Late assignments will not be accepted.**

**Descriptions, instructions, and rubrics for the course assignments and activities are included at the end of this syllabus.

CLASSROOM CONDUCT

The following standards are intended to define acceptable classroom behavior that preserves academic integrity and ensures that students have optimum environmental conditions for effective learning.

1. Students must turn off cell phones and pagers during class or have them set to vibrate mode.
2. Classes are expected to begin on time, and students will respect the time boundaries established by the professor. If classroom doors are locked, students may not knock or seek entrance in other ways.
3. Students should notify instructors in advance when a class will be missed. In the event of an emergency that causes a class to be missed, instructors must be notified as soon as possible.
4. Instructors may require that cell phones and other electronic devices be left on their desks during tests or examinations.
5. Students must not engage in extraneous conversations during classes. Such acts are considered to be violations of the Code of Student Conduct.
6. Students will activate their Old Dominion email accounts and check them before each class. If the student chooses to have his/her messages forwarded to another account, it is the student's responsibility to take the necessary steps to have them forwarded.
7. Consumption of food and drink during class is prohibited, except when the professor has specifically approved of such acts.
8. Offensive language, gestures and the like are disrespectful and disruptive to the teaching-learning process. [http://studentservices.odu.edu/osja/ccp_pamphlet.pdf]

ACADEMIC HONESTY

Violations of the academic honesty code will be dealt with in the strictest terms. Students are advised to become familiar with the university's academic honesty code, as well as the Statement on Plagiarism for the College of Business. It is the student's responsibility to ensure that both the *letter* and *intent* of this code are met in all circumstances. Ignorance of this code, or of proper rules of citation, provides no defense. My policy concerning enforcement of this code is inflexible; no exceptions will be made.

HONOR PLEDGE

"I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned." By attending Old Dominion University you have accepted the responsibility to abide by this code. This is an institutional policy approved by the Board of Visitors.

SPECIAL NEEDS

Old Dominion University is committed to achieving equal educational opportunity and full participation for persons with disabilities. It is the university's policy that no qualified person be excluded from participation in any university program or activity, be denied the benefits of any university program or activity, or otherwise be subjected to discrimination with regard to any university program or activity. This policy derives from the university's commitment to non-discrimination for all persons in employment, access to facilities, student programs, activities and services. For additional information visit the Office of Educational Accessibility online or at 1525 Webb Center.

UNIVERSITY E-MAIL POLICY

The Old Dominion University e-mail system is the official electronic mail system for distributing course-related Communications, policies, Announcements and other information. In addition, the University e-mail user ID and password are necessary for authentication and access to numerous electronic resources (online courses, faculty Web pages, etc.) For more information about the policy, please visit: Electronic Messaging Policy for Official University Community Policy 3506 (pdf). For more information about student email, please visit <http://occs.odu.edu/accounts/studemail/>

WITHDRAWAL

A syllabus constitutes an agreement between the student and the course instructor about course requirements. Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. Please review the syllabus and the course requirements as soon as possible. If you believe that the nature of this course does not meet your interests, needs or expectations, if you are not prepared for the amount of work involved - or if you anticipate that the class meetings, assignment deadlines or abiding by the course policies will constitute an unacceptable hardship for you - you should drop the class by the drop/add deadline, which is located in the ODU Schedule of Classes. For more information, please visit the Office of the University Registrar.

COURSE DISCLAIMER

Every attempt is made to provide a syllabus that is complete and that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs, and experiences of the students.

COURSE ASSIGNMENTS AND ACTIVITIES

CLASS PARTICIPATION

25% of your course grade will be based on in-class participation. There are two important elements to participation: quality and quantity of participation. While a little quality can go a long way, quantity cannot be a substitute for quality.

For each class session, you are expected to read all assigned readings. You will not be able to effectively participate if you do not read the material. Because the class is discussion-oriented, this lack of preparation will significantly affect your class participation and your contribution to the peer-learning environment.

At the beginning of every class session, we will review the reading material by discussing:

Were there any points, findings, or statements in the reading that...

- Surprised you?
- Made you pause or rethink what you thought you knew?
- Provided more concrete evidence of what you already believed?
- Provided an idea to be implemented in your organization?
- Led to an A-ha! Moment?

Please be prepared to discuss these items, as you may be called on to share your thoughts with colleagues in the class.

We will often discuss our personal opinions and experiences as they relate to the issues we are addressing in class. To ensure that class and on-line discussions are civil and reflect a spirit of open-minded inquiry and respect for the opinions of others, we will agree to the following:

- We will not interrupt one another

- We will address our responses to the content of the comments, not to the person
- We will try to use “I statements,” stating what we feel and think rather than anticipating what others may think
- We will ALL be responsible for seeing that everyone has an opportunity to speak
- We will ALL participate and contribute to each other’s learning, recognizing that learning is an interpersonal process, both a gift and an ethical responsibility to our colleagues
- We will respect confidentiality
- We won’t belittle or demean individuals or groups
- We will give people the benefit of the doubt. Life is hard enough for all of us. We will do our best to be wise, caring and decent.

Note that failure to comply may result in points taken off your participation grade.

POLICY ASSIGNMENTS

The three assignments comprise a semester-long policy analysis in which you will identify, analyze and suggest solutions for a transportation policy problem. You may select any transportation policy issue that requires resolution at the local, regional, state, or federal level. You must identify the policy decision maker that you will be addressing (e.g., Secretary of Virginia DOT, HRPDC Director, City of Norfolk Mayor, Senator, etc.) and your role (e.g. a stakeholder, policy advisor, policy analyst, etc.). *The supplemental readings for Weeks 1 and 2 may provide some preliminary ideas for your transportation policy problem.*

Assignment: Transportation Policy Problem Definition

The policy making process starts with defining the problem. A policy problem definition has three main components: description of influential conditions and interests, discussion of governmental action or inaction, and persuasive argument. For this assignment you will need to identify and describe (task #1 in Smith’s chapter on ‘Definition: Frame the Problem’), specify and research (task #2), and write about (task #4) one transportation policy problem that is of interest to you.

Your task is to write a memo defining and describing the policy problem you have identified. You should follow a standard memo format (To, From, Date, Subject) and follow (1) provide a document header for targeted identification; (2) have an opening summary for overview; (3) chunk information with subheadings to direct attention; (4) use shorter sentences with one main idea per sentence for emphasis; and (5) rely on only necessary words. Your memo should be between 700 and 900 words. Additional information on writing an effective memo is provided on BlackBoard. You must identify the policy decision maker that you will be addressing the memo to (e.g., Secretary of Virginia DOT, HRPDC Director, City of Norfolk Mayor, Senator, etc.), and specify your role (e.g. a stakeholder, policy advisor, policy analyst, etc.).

In your memo, you must summarize the important background information necessary to understand the policy problem you have identified. Your memo must answer the question: **what is the key issue that needs to be addressed?** You should provide appropriate history, theories, statistics, and political context that will allow your audience to assess the nature, distribution, and severity of the problem. You must also identify the key stakeholders and analyze their roles in the intergovernmental and/or multi-sectoral environment surrounding this issue. In describing the problem, you must explain why it is important and relevant.

Your problem definition must answer the following questions:

- What are the problematic conditions? What problems do they cause?
- What factors in the intergovernmental and/or multi-sectoral environment are related to this problem?
- What are the issues for policy? What is your concern? What is your intended reader's concern?
- Who else is concerned (on all sides)?
- What are the key disagreements and agreements among those concerned?

Assignment: Policy Analysis/Evaluation Briefing Memo

Defining a problem is the first step in addressing the problem. Once a problem is defined, alternative solutions can be identified, analyzed, and evaluated. From analysis and evaluation come conclusions, which might lead to recommendations for policy makers. Your task is to identify, critically analyze and evaluate two alternative policy responses for addressing the problem you identified in the Problem Definition assignment. This assignment is intended to provide you with the opportunity to think critically about a technical policy issue (such as transportation) and analyzing and evaluating different alternatives for responding to a problem.

You will identify the problem and stakeholders (Task #1 in Smith's chapter 'Evaluation: Analyze and Advise'), specify two alternative solutions and relevant criteria for evaluating them (Task #2), and write up your policy analysis (Task #4). Note that you are not asked to make a recommendation.

To communicate your analysis and evaluation (Task #4), you must write a Briefing Memo. A Briefing Memo provides targeted information in a concise manner, intended for an audience of decision makers who have too much to do in too little time. It offers only essential information targeted to the specific reader's needs regarding a specific policy issue. This assignment is designed to provide you with experience in distilling information, relating details to context, relating details accurately within a specific context, and selecting details according to relevance, in addition to efficiently stating your informed opinion while being aware of and responsive to other opinions.

In writing your Briefing Memo, you should consider Tasks #1 and #2 outlined in Smith's chapter on 'Briefing Memo or Opinion Statement: Inform Policymakers.' The informational content of your briefing memo should be designed and organized for quick comprehension and easy referral. You should follow a standard memo format (To, From, Date, Subject) and follow the structure suggested by Smith, including (1) using a document header for targeted identification; (2) having an opening summary for overview; (3) chunking information with subheadings for directing attention; (4) using shorter sentences with one main idea per sentence for emphasis; and (5) relying on only necessary words. The briefing memo should be a maximum of 900 words.

Your Briefing Memo must address the following:

- What is the problem and who are stakeholders? (Note: In identifying the problem and stakeholders, you should refer to the Problem Definition memo and provide a brief summary of the problematic condition and factors, issues for policy, stakeholders and their concerns, and key agreements and disagreements).
- What are the goals/objectives of a policy to address the problem?
- What two policy alternatives might achieve these goals/objectives?
- What are the relevant criteria for evaluating these alternatives?
- What would be the outcome of each alternative according to these criteria?

Since a Briefing Memo is intended to be short and concise, you will not be able to provide an in-depth description and analysis of the two alternatives. You can (and should!) provide an expanded analysis (in response to the questions listed under Tasks #1 and #2 in the chapter on 'Evaluation: Analyze and Advise') as an attachment to your Briefing Memo. You should refer to the attachment in your Briefing Memo. This attachment should be a maximum of 1,200 words.

Assignment: Policy Argument Position Paper

The goal of a position paper (sometimes called discussion paper or "white" paper) is to present an in-depth compelling opinion on a policy issue or an argument for a policy solution. For this assignment, the position paper takes the form of a recommendation for action to address a transportation problem.

You have identified, described, and studied the problem (Problem Definition assignment), and analyzed and evaluated two solutions (Policy Analysis/Evaluation assignment). You are now ready to recommend a solution for addressing the problem. Your task is to write a position paper that presents a convincing argument for this recommended solution. While the position paper should be written for your targeted policy decision maker, you should assume that it may be shared with a broader audience of stakeholders. Therefore, you need to provide some information about the problem you address so those not directly involved will understand the logic of your argument.

Policy leadership requires the ability to make a convincing case, and this assignment provides the opportunity to learn how to do so. Your goal is to convince, rather than to inform. You should address the impact of the issue/problem. But, while this is relevant, you must emphasize why the recommended action is necessary or justified. Your proposed solution for the public problem must also acknowledge resource and other limitations. Your position paper should be between 1,500 and 2,000 words.

In constructing the logic of your recommendation, you should consider Task #3 described in Smith's chapter 'Evaluation: Analyze and Advise'. In communicating your recommendation, you should consider the following outline (as presented in Task #1 of the chapter 'Position Paper: Know the Arguments'):

Problem - State the problem clearly and concisely

Issue - Delineate the issue at stake as a result of the problem

Question(s) - Pose a question about the issue that has at least two answers, and is arguable

Claim - State your assertion or answer to the question.

Support for your claim

▪ **Justification**

- Reasons -What is the 'because,' or the relevance of the assertion?
- Assumptions - What is the 'why', or the values, beliefs, principles that motivate the assertion? What is the authority represented in the assertion?

▪ **Elaboration**

- Grounds - What supporting evidence can you offer for the reasons and for the assumptions?
- Limits - What constraints would you place on your claim?

▪ **Anticipated reactions - What are the potential responses from diverse other positions?**

- What are cooperative, or supporting assertions?
- What are competitive, or opposing assertions?
- Can you identify altogether different assumptions?
- What challenges might be made to the reasons or grounds for your position/argument?

Your position paper must answer the following questions:

- Which policy solution do you recommend? Why is it best? Why are other alternatives worse?
- What is the basis for your recommendation? How does your analysis support it?
- How will the policy solution affect stakeholders?
- On what conditions (political, economic, organizational) does successful implementation depend?
- What are the constraints (political, economic, organizations), on implementation?

ON-LINE PARTICIPATION

There are four Policy Research Days that require your participation in on-line BlackBoard modules. In addition, there are periodic on-line activities throughout the semester. On-line participation includes participation in BlackBoard Discussion Forums, short Wiki activities, and blogs.

BlackBoard Discussion Forums

For these Discussion Forums you are required to answer the Discussion Question for each forum. Note that you must also comment on at least one colleague's response in the Discussion Forum.

Blog

For blog activities, you are required to post a blog entry that addresses the blog prompt. Your blog entry must be less than 300 words. You must also comment on at least one blog entry posted by a colleague.

Wiki Activities

In BlackBoard, you can access the Wiki activity by clicking on the activity and you will be redirected to the Wiki activity page. Once on the Wiki activity page, make sure to read the instructions and then respond.

Make sure to add your name to your Wiki entry!

There are several ways to add content to the Wiki. Most additions will be simple text comments or descriptions. However, there are opportunities available to submit photos and links. Clicking "Edit" once you are on the Wiki activity page will bring up a menu which has many buttons available for inserting photos from your computer, posting links to relevant material, or adding text.

Wiki activities are worth 2 points and graded as pass/fail.

Pass: The Wiki contribution addresses the assigned task detailed in the activity's instructions. The contribution responds to all aspects of the question asked, and posts are free from major grammatical errors or confusing leaps in logic. (2 points)

Fail: A contribution to the Wiki may be deemed unacceptable if the Wiki contribution is completely off topic, if it is disrespectful to other students, if there are many major grammatical issues, or if it only partially addresses any part of the task. (0 points)

COURSE SCHEDULE AND READINGS

Note: This schedule is tentative and might change depending on how the course evolves. Unless noted, the readings are available on BlackBoard. Changes to readings, due dates, class cancellation, etc. will be announced on BlackBoard. Please check BlackBoard regularly.

TRANSPORTATION POLICY AT CROSSROADS

TRANSPORTATION AND KEY POLICY ISSUES

1. Garrison, W.L. & Levinson, D.M. 2006. Chapter 2: Policy. In *the Transportation Experience: Policy, Planning, and Deployment*, pp. 14-33. New York: Oxford University Press.

2. Plant, J.F. 2007. The Big Questions of Transportation Policy and Administration in the Twenty-First Century. In J. Plant, V. Johnson & C. Ciocorlan (eds.), *Handbook of Transportation Policy and Administration*, pp. 3-7. New York: CRC Press.
3. Transportation Research Board. 2009. Critical Issues in Transportation: 2009 Update. Transportation Research Board of the National Academies. Washington, D.C.
<http://onlinepubs.trb.org/Onlinepubs/general/CriticalIssues09.pdf>
4. Council for State Governments. 2011. Top 5 Issues in 2011: Transportation. Lexington, KY: Council of State Governments. http://knowledgecenter.csg.org/drupal/system/files/TOP5_transportation.pdf

Supplemental Readings:

- The American Association of State Highway and Transportation Officials, & TRIP. 2009. *America's Top Five Transportation Headaches – and Their Remedies*. Washington, DC: The American Association of State Highway and Transportation Officials & TRIP.
http://www.tripnet.org/docs/Transportation_Headaches_Report_Jan_2009.pdf
- Urban Land Institute & Ernst and Young. 2011. *Infrastructure 2011: A Strategic Priority*. Washington, DC: Urban Land Institute.
<http://www.uli.org/~media/Documents/ResearchAndPublications/Reports/Infrastructure/Infrastructure2011.ashx>

TRANSPORTATION BY THE NUMBERS: STATUS AND CONDITION

1. Hartgen, D.T., Fields, M.G., San Jose, E. & Moore, A. 2013. *20th Annual Report on the Performance of State Highway Systems (1984-2009/10)*, pp. 17-38. Los Angeles, CA: Reason Foundation.
Full report: <http://reason.org/studies/show/20th-annual-highway-report>
2. TRIP. 2010. *Hold the Wheel Steady: America's Roughest Rides and Strategies to Make our Roads Smoother*. Washington, DC: TRIP. http://www.tripnet.org/Urban_Roads_Report_Sep_2010.pdf
3. Council of State Governments. 2013. *America's Infrastructure: Bridges*. Capitol Facts and Figures. Lexington, KY: Council of State Governments.
<http://knowledgecenter.csg.org/drupal/system/files/bridges.pdf>
4. Council of State Governments. 2010. *Condition of U.S. Roads and Bridges*. Capitol Facts and Figures. Lexington, KY: Council of State Governments.
http://knowledgecenter.csg.org/drupal/system/files/FF_Roads_and_Bridges.pdf
5. Schrank, D., Eisele, B. & Lomax, T. 2012. *TTI's 2012 Urban Mobility Report*, pp. 1-9. College Station, TX: Texas A&M Transportation Institute.
Full report: <http://d2dtl5nnlpr0r.cloudfront.net/tti.tamu.edu/documents/mobility-report-2012.pdf>

Supplemental Readings:

- American Society of Civil Engineers. 2013. *2013 Report Card for America's Infrastructure*. Reston, VA: American Society of Civil Engineers. <http://www.infrastructurereportcard.org/a/browser-options/downloads/2013-Report-Card.pdf>
- Transportation for America. 2011. *The Fix We're In For: The State of our Nation's Bridges*. Washington, DC: Transportation for America.
<http://t4america.org/docs/bridgereport/bridgereport-national.pdf>
- Bureau of Transportation Statistics. 2013. *Pocket Guide to Transportation 2013*. Washington, DC: US Department of Transportation.
http://www.rita.dot.gov/bts/sites/rita.dot.gov.bts/files/pocket_guide_2013_1.pdf
- Pisarski, A. 2006. *Commuting in America III*. Washington, D.C.: Transportation Research Board. *Commuting Facts: Facts from Alan Pisarski's Commuting in America III Study*.

<http://onlinepubs.trb.org/onlinepubs/nchrp/CIAllfacts.pdf>

Full report: <http://onlinepubs.trb.org/onlinepubs/nchrp/CIAll.pdf>

- Pew Center on the States & Rockefeller Foundation. 2011. *Measuring Transportation Investments: The Road to Results*.
http://www.pewcenteronthestates.org/uploadedFiles/Measuring_Transportation_Investments.pdf

QUESTIONING THE STATUS QUO

Problem Definition assignment due

1. Smart Growth America and Taxpayers for Common Sense. 2011. *Repair Priorities: Transportation Spending Strategies to Save Taxpayer Dollars and Improve Roads*. Washington, DC: Smart Growth America. <http://www.smartgrowthamerica.org/documents/repair-priorities.pdf>
2. Dutzik, T. & Baxandall, P. 2013. *A New Direction: Our Changing Relationship with Driving and the Implications for America's Future*, pp. 8-39. U.S. PIRG Education Fund and Frontier Group. <http://www.uspirg.org/sites/pirg/files/reports/A%20New%20Direction%20vUS.pdf>
3. American Society of Civil Engineers. 2011. *Failure to Act: The Economic Impact of Current Investment Trends in Surface Transportation Infrastructure*. Washington, D.C.: American Society of Civil Engineers. http://www.asce.org/uploadedFiles/Infrastructure/Report_Card/ASCE-FailureToActFinal.pdf

AN INTERGOVERNMENTAL AND MULTI-SECTORAL POLICY AND FINANCE FRAMEWORK

THE PLAYERS – PART I – FEDERAL GOVERNMENT

1. National Academy of Public Administration. 2008. *Financing Transportation in the 21st Century: An Intergovernmental Perspective*. Washington, DC: National Academy of Public Administration. Read **Chapter 1**: Existing Surface Transportation Roles and Responsibilities.
Full report: <http://www.napawash.org/wp-content/uploads/2008/08-16.pdf>
2. Encyclopedia entry: Federal Transportation Policy
3. Fischer, J.W. 2005. From Interstates to an Uncharted Future: A Short History of the Modern Federal-Aid Highway Program. In W. Cox, A. Pisarski & R.D. Utt (eds.), *21st Century Highways*, pp. 9-36. Washington, DC: The Heritage Foundation.
4. Transportation for America. 2011. **Chapters 1 & 2**. In *Transportation 101: An Introduction to Federal Transportation Policy*.
Full report: <http://t4america.org/docs/Transportation%20101.pdf>

Supplemental readings:

- Encyclopedia entry: Intermodal Surface Transportation Act (ISTEA)
- Encyclopedia entry: Transportation Equity Act for the 21st Century (TEA-21)
- Encyclopedia entry: Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU)
- Slone, S. 2013. Federal Transportation Bill Reflects State Government Wish List, But Fails to Address Long-Term Future. *Book of the States 2013*, pp. 482-487. Lexington, KY: Council of State Governments.

POLICY RESEARCH DAY

THE PLAYERS – PART II – STATES, REGIONS, LOCALITIES AND CITIZENS

1. Goetz, A. 2007. State Departments of Transportation: From Highway Departments to Transportation Agencies. In *Handbook of Transportation Policy and Administration*, pp. 121-144. New York: CRC Press.
2. O'Connell, L., J. Yusuf & M. Hackbart. 2009. Transportation Commissions as Accountability Structures: A Review of Their Statutory Roles and Other Attributes. *American Review of Public Administration* 39(4): 409-424.
3. Gordon, P. 2005. Will a Bigger Role for States Improve Transportation Policy Performance? In W. Cox, A. Pisarski & R.D. Utt (eds.), *21st Century Highways*, pp. 163-182. Washington, DC: The Heritage Foundation.
4. Encyclopedia entry: Metropolitan Planning Organizations
5. Lovan, W.R. 2004. Regional Transportation Strategies in the Washington, D.C. Area: When Will they be Ready to Collaborate? In W.R. Lovan, M. Murray & R. Shaffer (eds.), *Participatory Governance: Planning, Conflict Mediation and Public Decision-Making in Civil Society*. Burlington, VT: Ashgate.
6. Council of State Governments. 2009. Increasing Public Awareness of Infrastructure Costs and Finance. Lexington, KY: Council of State Governments.
http://www.csg.org/knowledgecenter/docs/TIA_infrastructure_cost.pdf
7. Working paper: Gaining Public Acceptance for Transportation Finance Policy Solutions: A Public Participation Experiment.

Supplemental readings:

- National Conference on State Legislatures. 2011. *Transportation Governance and Finance: A 50-state Review of State Legislatures and Departments of Transportation*. Washington, DC: National Conference of State Legislatures and the AASHTO Center for Excellence in Project Finance.
http://transportation-finance.org/pdf/50_State_Review_State_Legislatures_Departments_Transportation.pdf
- Grossardt, T., K. Bailey & J. Brumm. 2003. Structured Public Involvement: Problems and Prospects for Improvement. *Transportation Research Record* 1858, p. 95-102.

THE BASICS OF HIGHWAY FINANCE

Policy Analysis/evaluation assignment due

1. Encyclopedia entry: Highway Finance
2. Encyclopedia entry: Highway Trust Fund
3. Encyclopedia entry: Motor Fuel Tax
4. Slone, S. *Transportation and Infrastructure Finance: A CSG National Report*.
<http://www.csg.org/knowledgecenter/docs/TransportationInfrastructureFinance.pdf>
5. Yusuf, J., L. O'Connell & S. Abutabenjeh. Paying for locally owned roads: A crisis in local government highway finance. *Public Works Management and Policy*.
6. Yusuf, J. and L. O'Connell. The Crisis in State Highway Finances: Its Roots, Current Effect, and Some Possible Remedies. *Public Budgeting, Accounting and Financial Management*. Forthcoming.

Supplemental Readings:

- Puentes, R. & R. Prince. 2005. Fueling Transportation Finance: A Primer on the Gas Tax. In B. Katz & R. Puentes (eds.), *Taking the High Road: A Metropolitan Agenda for Transportation Reform*, pp. 45-76. Washington, DC: Brookings Institution.
- Wachs, M. 2003. A Dozen Reasons for Raising Gasoline Taxes. *Public Works Management and Policy* 7(4): 235-242.
- Forkenbrock, David J. 2006. Financing Local Roads: Current Problems and New Paradigm. *Transportation Research Record*, 1960: 8-14.

- O’Connell, L. and J.-E. W. Yusuf 2013. Improving Revenue Adequacy by Indexing the Gas Tax to Indicators of Need: A Simulation Analysis. *Public Works Management & Policy* 18(3): 229-243.
- National Surface Transportation Infrastructure Financing Commission. 2009. *Paying Our Way: A New Framework for Transportation Finance*. Washington, D.C.: National Surface Transportation Infrastructure Financing Commission.
[http://financecommission.dot.gov/Documents/NSTIF Commission Final Report Advance%20Copy Feb09.pdf](http://financecommission.dot.gov/Documents/NSTIF_Commission_Final_Report_Advance%20Copy_Feb09.pdf)
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