

Meeting: MW 1 pm – 2:20 pm, 223 Temple Buell Hall

**Instructor:** Professor Jesus Barajas

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Office hours: Wednesdays by appointment; sign up at <https://calendly.com/barajasj/>

### **Course overview**

Transportation moves us. Jobs, school, health clinics, grocery stores, recreational facilities, and more would be impossible to get to without adequate service and infrastructure. But history shows that the benefits of transportation have not been distributed equitably, and historically marginalized communities have had to bear disproportionate costs from transportation as well. More recently, planners have taken up the challenge of creating a more equitable transportation system. Achieving this goal, however, can stand in opposition to other important goals like efficiency and effectiveness. It is not an easy task. The purpose of this class is to come away with an understanding of the multiple dimensions of equity so you can ask critical questions of plans and policies that address all modes of transportation. You will also learn critical skills, such as survey design, public outreach, and data analysis, that will prepare you for equity-oriented planning practice.

### **Learning objectives**

The overall objective of the course is to foster discussion about what a just and equitable transportation system looks like. By the end of the course, you will be able to:

- Define transportation equity from multiple perspectives
- Comprehend the legal basis for equity in transportation equity in the US
- Describe how accessibility metrics can be used as a basis for equity planning
- Apply multiple methods to assess the equity of a transportation plan or service
- Understand how historical and current practice exacerbates disparities in access, health, safety, and economic opportunity
- Understand what affects the travel behavior of diverse population groups
- Discuss and write about equity using the language of practitioners, advocates, and academics

## Course at a glance

Week	Date	Topic	Assignment due
1	Jan 14	NO CLASS	
1	Jan 16	NO CLASS: Defining transportation equity	Response paper
2	Jan 21	<i>Martin Luther King, Jr. Holiday</i>	
2	Jan 23	Demographics; GS: Rita Morocoima-Black, CCRPC	
3	Jan 28	Transportation justice in theory	
3	Jan 30	Mobility justice in theory	
4	Feb 4	Historical impacts of transportation planning	
4	Feb 6	Practicum: Transportation data	
5	Feb 11	Legal and policy frameworks: Title VI and Environmental Justice	
5	Feb 13	Practicum: Survey design; GS: Ashlee McLaughlin, CUUATS	Final project proposal
6	Feb 18	<i>Class work session</i>	
6	Feb 20	<i>Class work session</i>	
7	Feb 25	Assessing equity in regional plans and public transit	
7	Feb 27	Practicum: Defining equity metrics	
8	Mar 4	Accessibility and equity: Indicators and empirical research	
8	Mar 6	Practicum: Accessibility and equity (1)	
9	Mar 11	Finance, cost, and pricing	
9	Mar 13	Practicum: Accessibility and equity (2)	Assignment 1
	Mar 18	<i>Spring Break</i>	
	Mar 20	<i>Spring Break</i>	
10	Mar 25	Walking and cycling	
10	Mar 27	Practicum: Accessibility and equity (3)	
11	Apr 1	ADA and planning for disability	
11	Apr 3	Women and transportation	
12	Apr 8	Safety	
12	Apr 10	Advocacy; GS: TBD	
13	Apr 15	<i>Class work session</i>	
13	Apr 17	Poverty and employment access	
14	Apr 22	Immigrants and transportation	
14	Apr 24	Transportation, housing, gentrification, and displacement	Assignment 2
15	Apr 29	Course wrap-up	
15	May 1	Lightning talks	Final project (May 8)

Note: GS = Guest speaker

## **Course requirements**

### *Course structure and assignments*

This course has two components: active participation and discussion led by students and practical applications. On most Mondays, students will facilitate discussion based on readings or topical events. Some lecture will be necessary when we cover concepts and material that form foundation for the day's discussion. These topics are divided roughly into four parts: (1) Background, (2) History and theory, (3) Practice, and (4) Issues. Many Wednesdays will be dedicated to practicum and project activities. There is no computer lab section but some of these activities may require use of GIS or analysis software; we'll work together to make the necessary arrangements to complete these activities. This general schedule is subject to revision based on real-world needs of this semester's project.

Assessment will be based on the following:

1. Participation in weekly online discussions
2. Facilitation of in-class discussions
3. Two assignments involving practical applications including data collection and analysis
4. A final paper on a topic of your choice related to transportation equity
5. Attendance and class participation

### *Online discussions*

Each student is required to participate in an online discussion related to the week's readings, available on Compass. Sometimes I will post a focus question to organize discussion, but in general students will lead discussion. Post a minimum of two times per week: at least once prior to Monday's class session and at least once prior to Wednesday's class session. (Ideally, your first post will be well in advance of Monday's class meeting so others have time to respond.) Posts can be top level or they can be replies to another student's comment. They must analyze, synthesize, or evaluate the week's readings in relation to the topic, to other planning topics, or to your experience. They should not be mere summaries of the readings but they may pose questions and offer critical commentary. We will often use these discussion threads as the basis for class discussion.

### *Class facilitation*

In pairs, students will lead one class session each week. These facilitated sessions will generally occur on Mondays and should aim to take about half the class time. They may consist of discussion on specific themes related to the readings, current events or other in-class activities. Students must submit a draft facilitation plan and meet with the instructor the week prior to their assigned date.

### *Assignments*

There will be two class assignments related to a semester-long project. The first will focus on data preparation and collection. The second will require students to conduct an accessibility analysis. More details will be provided separately.

### *Final paper*

A final paper or project related to transportation equity is required. I must approve a one-page proposal before you proceed with research. More details will be provided separately.

### *Grades*

Grade percentages will be distributed as follows:

	Graduate students	Undergraduates
Online discussion	10%	10%
Class facilitation	10%	10%
Assignments	30%	40%
Paper proposal	5%	5%
Final paper	35%	25%
Participation and attendance	10%	10%

Note that assignments are weighted higher for undergraduates, while the final paper is weighted higher for graduate students. Unexcused late assignments will lose one letter grade per day they are late. Discussion posts submitted late will not count toward your grade and cannot be made up. Notify me in advance if you have a valid reason to submit something late.

### *Readings*

No textbook is required for this course. Readings and links to readings will be available on Compass. The list of readings is subject to revision throughout the semester.

### *Participation and attendance*

Class participation, and therefore attendance, is mandatory at all sessions. However, I understand that life happens and you'll occasionally need to miss a class because of emergency, illness, religious observances, or other needs. There is no need to notify me in advance, but **more than three absences will result in a lower participation grade**. But do notify me in advance if you will have a prolonged absence for a legitimate reason. Whatever the reason for your absence, you are responsible for acquiring class materials when you do not attend, and assignments are still due as posted.

### **Course policies**

#### *Respect, civility, and inclusivity*

We bring our own life experiences with us to the university, which means that we may have quite different perspectives about the issues we will discuss in this class. Any thoughtful viewpoints as they relate to the course material are welcome. I ask that you be mindful of our differences as you engage with your fellow classmates in a respectful manner. Skills in empathetic dialogue will serve you well as a professional planner.

The Department of Urban and Regional Planning (DURP) is committed to maintaining a learning environment that is rooted in the goals and responsibilities of professional planners.

By enrolling in a class offered by the Department of Urban and Regional Planning, students agree to be responsible for maintaining an atmosphere of mutual respect in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. See Student Code, Article 1-Student Rights and Responsibilities, Part 1. Student Rights, §1-102.

### *Academic accommodations*

If you need academic accommodations due to a documented disability, please inform me as soon as possible. You should also contact the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 217-333-4603, email [disability@illinois.edu](mailto:disability@illinois.edu), or go to the [DRES website](#).

### *Counseling*

Academic settings can be stressful and it's easy to get overwhelmed. If you feel that you need help, consider making an appointment at the Counseling Center (<https://counselingcenter.illinois.edu/>). The Counseling Center provides a range of services intended to help students develop improved coping skills to address emotional, interpersonal, and academic concerns. Services are paid for through the health services fee.

### *Academic integrity*

Don't cheat and don't plagiarize. Any work you turn in with your name on it is presumed to be your own. If it is not, and you do not attribute the work to its source, it is grounds for sanctions that range from a written warning to course failure to dismissal or suspension. Refer to the [University of Illinois Student Code](#) for more details.

### *FAA writing services*

Susan Liepert, the FAA Writing Advisor, offers one-on-one writing assistance to undergraduates, graduate students, and faculty. She is available to assist FAA students (and students in FAA unit classes) with classroom assignments; theses and dissertations; artist statements, short bios and program notes; grant applications; scholarly publications; résumés, portfolios, and cover letters; and many other kinds of documents. Weekly drop-in hours and more details are posted here: <https://faa.illinois.edu/current-students/writing-services>.

### *Digital distractions*

The scientific evidence indicates, all else being equal, you are likely to perform better in this class if you stow away your laptop and pull out your paper notebook and pen to take notes. But I recognize that some people have organized their lives entirely digitally and prefer to use a laptop, while others may require one because of a disability. So, feel free to use your laptop or tablet for notetaking purposes or when otherwise instructed. However, I will ask you to put away your digital devices if we find your technology use to be distracting. Also—please turn off your phone ringers and keep your phones put away.

## Course reading list and schedule

Note: This schedule and reading list is subject to revision throughout the semester.

*Week 1 (Jan 14, 16): Defining and setting the stage for equity [Note: No class this week]*

Karner, Alex, Dana Rowangould, and Jonathan London. 2016. *We Can Get There From Here: New Perspectives on Transportation Equity*. Davis, CA: National Center for Sustainable Transportation. [https://ncst.ucdavis.edu/wp-content/uploads/2016/12/NCST\\_EquityWhitePaper-FINAL.pdf](https://ncst.ucdavis.edu/wp-content/uploads/2016/12/NCST_EquityWhitePaper-FINAL.pdf)

Litman, Todd. 2002. "Evaluating Transportation Equity." *World Transport Policy & Practice* 8 (2): 50-66. <http://www.eco-logica.co.uk/pdf/wtpp08.2.pdf>

Lucas, Karen. 2012. "Transport and Social Exclusion: Where Are We Now?" In *Mobilities: New Perspectives on Transport and Society*, edited by Margaret Greico and John Urry, 207-222. Farnham: Taylor and Francis.

Houston, Douglas, Jun Wu, Paul Ong, and Arthur Winer. 2004. "Structural Disparities of Urban Traffic in Southern California: Implications for Vehicle-Related Air Pollution Exposure in Minority and High-Poverty Neighborhoods." *Journal of Urban Affairs* 26 (5): 565-92. <https://doi.org/10.1111/j.0735-2166.2004.00215.x>.

### Response paper due Thursday, January 17 at 11:59 pm.

*Week 2 (Jan 23): Demographics and travel behavior*

Renne, John L., and Peter Bennett. 2014. "Socioeconomics of Urban Travel: Evidence from the 2009 National Household Travel Survey with Implications for Sustainability." *World Transport Policy & Practice* 20 (4): 7-27. <http://www.eco-logica.co.uk/pdf/wtpp20.4.pdf>

Giuliano, Genevieve. 2003. "Travel, Location and Race/Ethnicity." *Transportation Research Part A: Policy and Practice* 37 (4): 351-72. [https://doi.org/10.1016/S0965-8564\(02\)00020-4](https://doi.org/10.1016/S0965-8564(02)00020-4).

### Guest speaker: Rita Morocoima-Black, CCRPC

*Week 3 (Jan 28, 30): Transportation and mobility justice in theory*

Martens, Karel. 2017. "Fairness in Traditional Transportation Planning." Chapter 2 in *Transport Justice: Designing Fair Transportation Systems*. New York: Routledge.

Golub, Aaron et al. 2016. "Introduction: Creating an Inclusionary Bicycle Justice Movement." In *Bicycle Justice and Urban Transformation: Biking for All?*, edited by Aaron Golub et al. New York: Routledge.

Grengs, Joe. 2005. "The Abandoned Social Goals of Public Transit in the Neoliberal City of the USA." *City* 9 (1):51-66. <https://doi.org/10.1080/13604810500050161>.

Sheller, Mimi. 2018. "What Is Mobility Justice?" In *Mobility Justice: The Politics of Movement in an Age of Extremes*. Brooklyn, NY: Verso.

*Week 4 (Feb 4, 6): Historical impacts of transportation planning*

Caro, Robert. 1974. "The Meat Ax"; "One Mile." Chapters 36 and 37 in *The Power Broker: Robert Moses and the Fall of New York*. New York: Vintage.

Seiler, Cotten. 2006. "'So That We as a Race Might Have Something Authentic to Travel By': African American Automobility and Cold-War Liberalism." *American Quarterly* 58 (4): 1091–1117. <https://doi.org/10.1353/aq.2007.0015>.

Golub, Aaron, Richard A. Marcantonio, and Thomas W. Sanchez. 2013. "Race, Space, and Struggles for Mobility: Transportation Impacts on African Americans in Oakland and the East Bay." *Urban Geography* 34 (5): 699–728. <https://doi.org/10.1080/02723638.2013.778598>.

*Week 5 (Feb 11, 13): Legal and policy frameworks: Title VI and Environmental Justice*

Marcantonio, Richard A., et al. 2017. "Confronting Inequality in Metropolitan Regions: Realizing the Promise of Civil Rights and Environmental Justice in Metropolitan Transportation Planning." *Fordham Urban Law Journal* 44 (4): 1017-1077. <http://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=2704&context=ulj>

Schweitzer, Lisa A., and Abel Valenzuela, Jr. 2004. "Environmental Injustice and Transportation: The Claims and the Evidence." *Journal of Planning Literature* 18 (4):383–398. <https://doi.org/10.1177/0885412204262958>.

Council on Environmental Quality. 1997. *Environmental Justice: Guidance Under the National Environmental Policy Act*. Washington, DC: Executive Office of the President. [https://www.energy.gov/sites/prod/files/nepapub/nepa\\_documents/RedDont/G-CEQ-EJGuidance.pdf](https://www.energy.gov/sites/prod/files/nepapub/nepa_documents/RedDont/G-CEQ-EJGuidance.pdf)

**Skim:** FTA Circular 4702.1B, "Title VI Requirements and Guidelines for Federal Transit Administration Recipients," **but read the following pages:** I-6 to I-10 (sec 6), II-1 (sec 1-2), Chapter III. [https://www.transit.dot.gov/sites/fta.dot.gov/files/docs/FTA\\_Title\\_VI\\_FINAL.pdf](https://www.transit.dot.gov/sites/fta.dot.gov/files/docs/FTA_Title_VI_FINAL.pdf)

**Skim:** CUUATS. 2016. *CUUATS Title VI Program*. Champaign, IL: Champaign County Regional Planning Commission. [https://ccrpc.org/wp-content/uploads/2015/03/FINAL-Title-VI-110617\\_access.pdf](https://ccrpc.org/wp-content/uploads/2015/03/FINAL-Title-VI-110617_access.pdf)

**Optional:** Yan, Jerett. 2013. "Rousing the Sleeping Giant: Administrative Enforcement of Title VI and New Routes to Equity in Transit Planning." *California Law Review* 101 (4): 1131. <https://doi.org/10.15779/Z38M51J>.

**Guest speaker: Ashlee McLaughlin, CUUATS (Feb 13)**

**Final paper proposal due February 15.**

*Week 6 (Feb 18, 20): Class work sessions, no readings*

*Week 7 (Feb 25, 27): Assessing equity in regional plans and public transit*

Karner, Alex, and Deb Niemeier. 2013. "Civil Rights Guidance and Equity Analysis Methods for Regional Transportation Plans: A Critical Review of Literature and Practice." *Journal of Transport Geography* 33: 126–34. <https://doi.org/10.1016/j.jtrangeo.2013.09.017>.

Rowangould, Dana, Alex Karner, and Jonathan London. 2016. "Identifying Environmental Justice Communities for Transportation Analysis." *Transportation Research Part A: Policy and Practice* 88: 151–62. <https://doi.org/10.1016/j.tra.2016.04.002>.

Manaugh, Kevin, Madhav G. Badami, and Ahmed M. El-Geneidy. 2015. "Integrating Social Equity into Urban Transportation Planning: A Critical Evaluation of Equity Objectives and Measures in Transportation Plans in North America." *Transport Policy* 37:167–76. <https://doi.org/10.1016/j.tranpol.2014.09.013>.

Martens, Karel, and Aaron Golub. 2018. "A Fair Distribution of Accessibility: Interpreting Civil Rights Regulations for Regional Transportation Plans." *Journal of Planning Education and Research*, September, 0739456X18791014. <https://doi.org/10.1177/0739456X18791014>.

Karner, Alex, and Aaron Golub. 2015. "Comparison of Two Common Approaches to Public Transit Service Equity Evaluation." *Transportation Research Record: Journal of the Transportation Research Board* 2531: 170–79. <https://doi.org/10.3141/2531-20>.

Delbosc, Alexa, and Graham Currie. 2011. "Using Lorenz Curves to Assess Public Transport Equity." *Journal of Transport Geography*, 19 (6):1252–59. <https://doi.org/10.1016/j.jtrangeo.2011.02.008>.

*Week 8 (Mar 4, 6): Operationalizing transportation equity: Accessibility*

Páez, Antonio, Darren M. Scott, and Catherine Morency. 2012. "Measuring Accessibility: Positive and Normative Implementations of Various Accessibility Indicators." *Journal of Transport Geography* 25:141–53. <https://doi.org/10.1016/j.jtrangeo.2012.03.016>.

Martens, Karel, Aaron Golub, and Glenn Robinson. 2012. "A Justice-Theoretic Approach to the Distribution of Transportation Benefits: Implications for Transportation Planning Practice in the United States." *Transportation Research Part A: Policy and Practice* 46 (4): 684–95. <https://doi.org/10.1016/j.tra.2012.01.004>.

Grengs, Joe. 2012. "Equity and the Social Distribution of Job Accessibility in Detroit." *Environment and Planning B: Planning and Design* 39 (5):785–800. <https://doi.org/10.1068/b36097>.

Grengs, Joe. 2015. "Nonwork Accessibility as a Social Equity Indicator." *International Journal of Sustainable Transportation* 9 (1):1–14. <https://doi.org/10.1080/15568318.2012.719582>.



*Week 9 (Mar 11, 13): Finance, cost, and pricing*

Levinson, David. 2010. "Equity Effects of Road Pricing: A Review." *Transport Reviews* 30 (1): 33–57. <https://doi.org/10.1080/01441640903189304>.

Wachs, Martin. 2003. "A Dozen Reasons for Raising Gasoline Taxes." *Public Works Management & Policy* 7 (4): 235–42. <https://doi.org/10.1177/1087724X03253152>.

Schweitzer, Lisa, and Brian D. Taylor. 2008. "Just Pricing: The Distributional Effects of Congestion Pricing and Sales Taxes." *Transportation* 35 (6): 797–812. <https://doi.org/10.1007/s11116-008-9165-9>.

Iseki, Hiroyuki. 2016. "Equity in Regional Public Transit Finance: Tradeoffs between Social and Geographic Equity." *Journal of Urban Planning and Development* 142 (4): 1–10. [https://doi.org/10.1061/\(ASCE\)UP.1943-5444.0000328](https://doi.org/10.1061/(ASCE)UP.1943-5444.0000328).

Sciara, Gian-Claudia, and Martin Wachs. 2007. "Metropolitan Transportation Funding: Prospects, Progress, and Practical Considerations." *Public Works Management & Policy* 12 (1): 378–94. <https://doi.org/10.1177/1087724X07303987>.

Manville, Michael, and Emily Goldman. 2018. "Would Congestion Pricing Harm the Poor? Do Free Roads Help the Poor?" *Journal of Planning Education and Research* 38 (3): 329–44. <https://doi.org/10.1177/0739456X17696944>.

*Week of Mar 18: Spring break, no class*

*Week 10 (Mar 25, 27): Active transportation*

Lee, Richard J., Ipek N. Sener, and S. Nathan Jones. 2017. "Understanding the Role of Equity in Active Transportation Planning in the United States." *Transport Reviews* 37 (2): 211–26. <https://doi.org/10.1080/01441647.2016.1239660>.

Day, Kristen. 2006. "Active Living and Social Justice: Planning for Physical Activity in Low-Income, Black, and Latino Communities." *Journal of the American Planning Association* 72 (1): 88–99. <https://doi.org/10.1080/01944360608976726>.

Adkins, Arlie, Carrie Makarewicz, Michele Scanze, Maia Ingram, and Gretchen Luhr. 2017. "Contextualizing Walkability: Do Relationships Between Built Environments and Walking Vary by Socioeconomic Context?" *Journal of the American Planning Association* 83 (3): 296–314. <https://doi.org/10.1080/01944363.2017.1322527>.

Lubitow, Amy, and Thaddeus R. Miller. 2013. "Contesting Sustainability: Bikes, Race, and Politics in Portlandia." *Environmental Justice* 6 (4): 121–26. <https://doi.org/10.1089/env.2013.0018>.

McNeil, Nathan, Jennifer Dill, John MacArthur, Joseph Broach, and Steven Howland. 2017. "Breaking Barriers to Bike Share: Insights on Equity." Portland, OR: National Institute for Transportation and Communities. [http://betterbikeshare.org/wp-content/uploads/2017/07/TREC\\_BreakingBarriersSummaryReport\\_emQeiBA.pdf](http://betterbikeshare.org/wp-content/uploads/2017/07/TREC_BreakingBarriersSummaryReport_emQeiBA.pdf).

Week 11 (Apr 1, 3): Americans with Disabilities Act and Accessibility; Women and transportation

**Skim** through 2010 ADA Standards for Accessible Design, but **especially**: Sections 208 and 209 (65-68), Chapter 4 (117-148), and Section 810 (214-218).

<https://www.ada.gov/regs2010/2010ADAStandards/2010ADAStandards.pdf>

**Skim** "IDOT Accessible Public Right-of-Way Field Guide" (2016).

<http://idot.illinois.gov/Assets/uploads/files/About-IDOT/Laws-&-Rules/Accessible%20Public%20ROW%20Field%20Guide%20January%202016.pdf>

Clarke, Philippa J., Jennifer A. Ailshire, Els R. Nieuwenhuijsen, and Marijke W. de Kleijn – de Vrankrijker. 2011. "Participation among Adults with Disability: The Role of the Urban Environment." *Social Science & Medicine* 72 (10):1674–84.

<https://doi.org/10.1016/j.socscimed.2011.03.025>.

Blumenberg, Evelyn. 2016. "Why Low-Income Women in the US Still Need Automobiles." *Town Planning Review* 87 (5): 525–45. <https://doi.org/10.3828/tpr.2016.34>.

Garrard, Jan, Susan Handy, and Jennifer Dill. 2012. "Women and Cycling." In *City Cycling*, edited by John Pucher and Ralph Buehler, 211–32. Cambridge, MA: The MIT Press.

Loukaitou-Sideris, Anastasia. 2014. "Fear and Safety in Transit Environments from the Women's Perspective." *Security Journal* 27 (2): 242–56. <https://doi.org/10.1057/sj.2014.9>.

Loukaitou-Sideris, Anastasia. 2016. "A Gendered View of Mobility and Transport: Next Steps and Future Directions." *Town Planning Review* 87 (5): 547–65.

<https://doi.org/10.3828/tpr.2016.38>.

Week 12 (Apr 8, 10): Safety; Advocacy

Maciag, Mike. 2014. "Pedestrians Dying at Disproportionate Rates in America's Poorer Neighborhoods." August 2014. <http://www.governing.com/topics/public-justice-safety/gov-pedestrian-deaths-analysis.html>.

Goddard, Tara, Kimberly Barsamian Kahn, and Arlie Adkins. 2015. "Racial Bias in Driver Yielding Behavior at Crosswalks." *Transportation Research Part F: Traffic Psychology and Behaviour* 33: 1–6. <https://doi.org/10.1016/j.trf.2015.06.002>.

Fox, Jenn, and Leah Shahum. 2017. "Vision Zero Equity Strategies for Practitioners." [http://visionzeronetWORK.org/wp-content/uploads/2017/05/VisionZero\\_Equity.pdf](http://visionzeronetWORK.org/wp-content/uploads/2017/05/VisionZero_Equity.pdf).

**Skim**: Smart Growth America. 2017. *Dangerous by Design*. <https://smartgrowthamerica.org/dangerous-by-design/>

The Untokening. 2017. *Untokening 1.0: Principles of Mobility Justice*. <http://www.untokening.org/s/Untokening-10-web.pdf>

Mann, Eric. 2004. "Los Angeles Bus Riders Derail the MTA." In *Highway Robbery: Transportation Racism & New Routes to Equity*, edited by Robert D. Bullard, Glenn S. Johnson, and Angel O. Torres, 33-47. Cambridge, MA: South End Press.

## Guest speaker, TBD

*Week 13 (Apr 15, 17): Poverty and employment access*

Glaeser, Edward L., Matthew E. Kahn, and Jordan Rappaport. 2008. "Why Do the Poor Live in Cities? The Role of Public Transportation." *Journal of Urban Economics* 63 (1):1–24.

<https://doi.org/10.1016/j.jue.2006.12.004>.

Ihlanfeldt, Keith R., and David L. Sjoquist. 1998. "The Spatial Mismatch Hypothesis: A Review of Recent Studies and Their Implications for Welfare Reform." *Housing Policy Debate* 9 (4):849–892. <https://doi.org/10.1080/10511482.1998.9521321>.

Blumenberg, Evelyn, and Gregory Pierce. 2017. "The Drive to Work: The Relationship between Transportation Access, Housing Assistance, and Employment among Participants in the Welfare to Work Voucher Program." *Journal of Planning Education and Research* 37 (1):66–82.

<https://doi.org/10.1177/0739456X16633501>.

Blumenberg, Evelyn, and Asha Weinstein Agrawal. 2014. "Getting Around When You're Just Getting By: Transportation Survival Strategies of the Poor." *Journal of Poverty* 18 (4):355–78.

<https://doi.org/10.1080/10875549.2014.951905>.

Lowe, Kate, and Kim Mosby. 2016. "The Conceptual Mismatch: A Qualitative Analysis of Transportation Costs and Stressors for Low-Income Adults." *Transport Policy* 49 (July): 1–8.

<https://doi.org/10.1016/j.tranpol.2016.03.009>.

Grengs, Joe. 2010. "Job Accessibility and the Modal Mismatch in Detroit." *Journal of Transport Geography* 18 (1): 42–54. <https://doi.org/10.1016/j.jtrangeo.2009.01.012>.

*Week 14 (Apr 22, 24): Immigrants; Transportation, housing, gentrification, and displacement*

Chatman, Daniel G., and Nicholas Klein. 2009. "Immigrants and Travel Demand in the United States: Implications for Transportation Policy and Future Research." *Public Works Management & Policy* 13 (4):312–27. <https://doi.org/10.1177/1087724X09334633>.

Lovejoy, Kristin, and Susan Handy. 2011. "Social Networks As a Source of Private-Vehicle Transportation: The Practice of Getting Rides and Borrowing Vehicles among Mexican Immigrants in California." *Transportation Research Part A: Policy and Practice* 45 (4):248–257.

<https://doi.org/10.1016/j.tra.2011.01.007>.

Valenzuela, Abel, Lisa Schweitzer, and Adrielle Robles. 2005. "Camionetas: Informal Travel Among Immigrants." *Transportation Research Part A: Policy and Practice* 39 (10): 895–911.

<https://doi.org/10.1016/j.tra.2005.02.026>.

Barajas, Jesus M. 2018. "Supplemental Infrastructure: How Community Networks and Immigrant Identity Influence Cycling." *Transportation*, November.

<https://doi.org/10.1007/s11116-018-9955-7>.

Review the "Housing and Transportation Affordability Index" website:

<https://htaindex.cnt.org/>.

Kahn, Matthew E. 2007. "Gentrification Trends in New Transit-Oriented Communities: Evidence from 14 Cities That Expanded and Built Rail Transit Systems." *Real Estate Economics* 35 (2): 155–82. <https://doi.org/10.1111/j.1540-6229.2007.00186.x>.

Dawkins, Casey, and Rolf Moeckel. 2016. "Transit-Induced Gentrification: Who Will Stay, and Who Will Go?" *Housing Policy Debate* 26 (4–5): 801–18. <https://doi.org/10.1080/10511482.2016.1138986>.

Hamidi, Shima, Reid Ewing, and John Renne. 2016. "How Affordable Is HUD Affordable Housing?" *Housing Policy Debate* 26 (3): 437–55. <https://doi.org/10.1080/10511482.2015.1123753>.

*Week 15 (Apr 29, May 1): Course wrap-up; Lightning talks*

Martens, Karel. 2017. "Transportation Planning Based on Principles of Justice." Chapter 8 in *Transport Justice: Designing Fair Transportation Systems*. New York: Routledge.