

Class meets Feb. 9, Feb. 16, Mar. 2, Mar.9; 11:30 a.m. - 2:00 p.m.

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Office Hours: Tues. 3-5PM or by appointment

Overview:

This module will address the questions: "(W)hy is transit important?," and "(W)hat should planners know about it?" This is not a course in transit planning, per se, (which would require much more time, prior preparation and course work), rather it aims to impart useful information and perspectives to persons who may very well have to deal with transit issues in the course of work as general or municipal planners.

When done well transit can serve numerous planning and policy goals, including more effective transportation management, pollution reduction, diverse mobility needs, and land use planning goals such as urban intensification and redevelopment. When done poorly transit becomes a costly and inefficient public expenditure and a target of government critics. Planners often need to communicate complex issues to public officials making key decisions about transit operations and investments. This module will also attempt to convey a sense of the necessity of planning transit with the user foremost in mind and what this entails.

Goals:

- To acquaint the planning student with major policy issues, planning considerations, types of public transportation systems, and their relation to other planning issues.
- To acquaint the planning student with an understanding of intermodalism (connections between transportation modes) and its relation to transit planning and performance.
- To assess the extent to which public transportation services are or can become "user friendly."
- To help the student become familiar with transit terminology and data compilation for use in planning.

Assignments:

--Weekly readings; (See below for each class session, students should do readings for first class prior to it. Copies of readings will be available in the SURP office)

-- An "intermodal activity," the student will plan a door-to-door trip by public transportation that will involve at least 3 modes (walking, local transit, intercity public transportation if feasible, if the intercity trip is not feasible, a "virtual" intercity trip may be included). The student will observe, describe and evaluate a number of details relevant to the user which should be considered by planners. The report should no more than 5pp or 2000 words minimum. (Details in a handout at the first class meeting)

-- Course project: A brief (6-8pp, 3000 words minimum) bibliographically-based paper addressing a public transportation topic that interests you. The paper should combine an annotated bibliography, a review of a few works in the area of your interest as well as your definition and evaluation of the

problem and the works reviewed. (Guidance in a handout, first class). In lieu of such a paper the student may choose the option of working with a team on either a presentation to Kingston Transit of class findings from the Intermodal Activity, or working with a team to prepare materials about sustainable transportation in Kingston for the Mar. 24 Active Transportation workshop and public meeting.

Expectations and evaluation:

- Attendance, preparation and participation: 20%

Regular attendance, preparation (reading of materials, etc.) and class participation is expected.

- Intermodal Activity: 30%

Details for this assignment will be distributed at the first class.

- Bibliographic paper: 50%

Details and guidelines for this assignment will be distributed at the first class. Students will prepare a brief (1p) proposal to be reviewed and discussed with the instructor before Reading Week.

- Incompletes: granted for medical or family emergencies. Students who die before the end of the course will be granted an Incomplete and excused from all assignments.

Feb. 9. Overview of transit planning and related issues:

The first week of the module will examine the history, scope and relevance of public transport for public policy, planning and practice-including program and innovation implementation. Other issues to be examined include transportation pricing, transit finance and funding, social equity issues, transport and transit "politics", and the much-discussed issue of privatization/public-private partnerships. We shall also explore "(W)hat is public transport?" and its relation to land use planning including transit-oriented development (TOD). There will also be some discussion of inter-city transport and its implications for transit planning and policy. Public involvement (participation/consultation) and the roles and relations between various levels of government relevant to transit will also be discussed.

Readings: Please read assigned materials *prior* to the class for which they are assigned, including reading the assigned readings for the first class *prior* to it. A larger bibliography of related readings for further background and for assistance in your paper will also be available in the SURP 808 box.

--John Pucher. "Public Transportation." Chapt. 8, pp 199-236, Susan Hanson and Genevieve Giuliano, *The Geography of Urban Transportation, Third Edition*, Guildford Press, NY, London (2004)

--Eric C. Bruun and Preston L. Schiller, "How cars devour urban space and time," *Urban Transport International*, No. 5, May/June 1996, pp 38-39

-- Robert Cervero: "Profiling Profitable Bus Routes," *Transportation Quarterly* 44, 2: 183-201, 1990.

Feb. 16: Public Transportation Systems, Modes, Technologies and Organizational Forms:

This week will address types of public transportation modes, technologies, systems and organizations. The class will be involved in an exploration of transit system configuration and connectivity, modes (bus/rail/walking/bicycling) and their relation to passenger capacity as well as cognition issues such as user-orientation or "friendliness", transparency or opacity of transit systems, "(W)ho is the transit public?," modal competition or cooperation, and operational considerations and constraints, including a discussion of transit hardware, software, and technology. There will also be consideration of intercity passenger transportation and passenger intermodalism.

Readings:

“The family of transit modes:” Sec.2.3 of Vuchic, Vukan R. (2007) *Urban transit systems and technology*, John Wiley & Sons, Hoboken, NJ, pp66-88 (either 1981 or 2007 version acceptable)
--Eric C. Bruun and Edward K. Morlok, "The Advanced Mini-Bus" pp1-33,
www.seas.upenn.edu/~morlok/.../MinibusConceptRpt_12Sept01.pdf

March 2: Creating Good Transit, Helping to Create Sustainable Communities: Integrating good planning and effective public participation with local transit, inter-city public transportation, walking and bicycling—intermodalism--with the goals of community sustainability

This week will address the ways in which transit can be an important part of developing or maintaining sustainable communities. A few exemplary communities working towards sustainability will be examined as well as the role of transit in each. Exemplars have improved systems of walking, bicycling, and public transportation, and several have strenuously limited the domain and excesses of the private motor vehicle. Public transportation is seen in the exemplars as an entity complementary of land use and environmental goals.

Readings: --article(s) on passenger intermodalism (t.b.a.)

Due: Students will submit their Intermodal Activity papers and be prepared to discuss them in class. Students will submit two (2) copies of the paper; one to be graded by the instructor, the other will be used by the team compiling the results to be presented to Kingston Transit, Mar. 9.

March 9: Discussion with representative(s) of Kingston Transit

This session will involve discussion with representative(s) of Kingston Transit in regards to their efforts to improve transit in Kingston and their vision for the future. While specific arrangements have not been made at the time of the preparation of this syllabus (Dec. 2009) it will likely involve at least one high ranking Kingston Transit official, possibly one or more City Councillors, and possibly other public officials interested in this area. The format and makeup of this session will be announced early in the calendar of this module, especially since it might entail moving its time or location in order to accommodate the presenters. The agenda for this session will include reference to many of the aspects of transit addressed in prior sessions.

Readings: (t.b.a. will include availability of a data-based report on transit in Ontario prepared by the Canadian Urban Transit Association (CUTA) that will allow students to compare transit systems from similar sized cities, and other brief materials that will enhance the students' ability to interact with presenters.)

Due: All course projects are due no later than 5pm, Monday March 15, in either the SURP office or the instructor's office.