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School of Geography and Earth Sciences  
McMaster University  
**Transport Policy**  
**Geography 4LP3**  
January – April 2017

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## **Instructor**

Dr. Antonio Páez  
*Office:* GSB-236  
*Office Hours:* T 10:30-11:20  
*Telephone:* 905-525-9140 ext. 26099  
*E-mail:* paezha@mcmaster.ca

## **Course description**

Transportation is an essential element in the functioning of contemporary economies and societies. Along with many benefits, transportation is also related to multiple challenges at the local (e.g. parking in city centres), national (e.g. investing in infrastructure), and global (e.g. climate change) scales. Should businesses provide free parking for their employees? Local governments try to enforce a stricter separation of motorized and non-motorized traffic? Provinces invest in rail infrastructure? Or nations regulate greenhouse gas emissions? This course serves as an introduction to the principles of policy analysis as applied to urban, regional, and national transportation issues. The course reviews the responsibilities and competences of local, provincial, and federal level governments in terms of developing transport policy. Policy instruments and interventions are introduced and discussed. Different methodological approaches, and their relevance and utility are discussed. Finally, contemporary case studies are examined, discussed, and evaluated, all in a seminar format.

## **Course organization**

The course is organized as a 1-three hour weekly meeting on **Tuesdays from 11:30 – 14:20 in MDCL 1115**. The meetings will be seminar style, covering indicated topics and readings. Designated discussants will lead the seminar each week, but full participation from everyone during the meetings is expected. Typically, each seminar will consist of an exposition of the topic by the designated discussant in the first part of the seminar. The exposition should NOT be a recitation of readings, but must demonstrate an ability to synthesize, connect themes, add value, and constructively criticize. This will be followed by open discussion, during which I will function as moderator.

## **Learning objectives**

At the end of the course, students should be able to:

1. Demonstrate an understanding of the structures that influence policy, the steps of the elements of the planning process, and the instruments of policy interventions.
2. Effectively discuss and deploy different methodological approaches in support of policy analysis.
3. Write a policy report that documents the different stages of the policy analysis process as applied to a selected problem.
4. Critically discuss contemporary issues in transport policy.

## Readings

Readings will be drawn from a variety of textbooks, as well as professional and scientific journals. A majority of these are available through McMaster Library, or will be provided by the instructor.

## Evaluation

Designated discussant:	30 %
Seminar participation	30 %
In-class exercises	15%
Case study:	<u>25 %</u>
Total:	<b>100 %</b>

## Case studies

There is one case study in the course that requires a deliverable in the form of a policy report. The format of the deliverable will be discussed in class.

## Course guidelines and regulations

1. **Contacting the instructor** – I plan to adhere to regular office hours as indicated in this outline, and you are encouraged to use this time to review material, clarify points or pursue issues. If for some reason you are unable to come during my set office hours, e-mail me for an appointment.
2. A webpage is setup to facilitate the distribution of materials and communication among participants in the seminar.
3. **Course preparation** – Be advised that in general you will be required to dedicate a suitable amount of time preparing/studying before seminars. More preparation will help you to make out the most of the course, and will undoubtedly lead to a higher grade. If for any reason you are having trouble with the course come and see me as soon as possible. Problems that are identified **early** can often be rectified.
4. **Formation of teams** – To be discussed in introductory class.
5. **Handing in work** – Deliverables should be handed in **directly** to the instructor on or before the due date specified. If this is not possible, they should be deposited in the corresponding Assignment (“Drop”) Box which is in the second floor of General Science Building. Late submissions are penalized at the rate of 10% for each day they are overdue, **including weekends**.
6. **Mark appeals** –I will make every effort to provide you with a grade that best reflects the quality of your work, and re-marking will be conducted at discretion. If you wish to have your work re-assessed, you will be asked to explain in writing, within at most 15 days after the work is initially returned, the reasons why it should be re-reviewed and the mark changed. A reply will be forthcoming in a period of at least **24 hours**. Please note that re-marking **may result** in a **higher** or a **lower** grade
7. **Students with special needs** – If you have (or suspect you may have) a learning disability that may require accommodations, you are advised to contact the Centre for Student Development (Student Centre UB107, Tel. 905-525-9140 ext. 24711). Accommodations are arranged **exclusively** through the office of Services for Students with Disabilities (<http://csd.mcmaster.ca/css/disabilities.html>).
8. **Missed work** – Students who miss a due date for an assignment or miss the midterm exam for a **valid reason** must take documentation to their respective **faculty office**. Valid reasons include, but are not limited to, illness, death of a family member or religious holidays. Once documentation has been accepted by the Faculty Office and forwarded to the instructor, it is the **student’s responsibility** to contact the instructor to make necessary arrangements for making up the work.

9. **Academic dishonesty** – All students are reminded of the seriousness of academic dishonesty. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of a academic dishonesty please refer to the Academic Integrity Policy (specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>). Plagiarism (e.g. the submission of work that is not one’s own or for which other credit has been obtained) and copying or using unauthorized aids tests and examinations are examples of academic dishonesty.
10. **The University reserves the right to change any aspect of this course outline**

## Course schedule

### **Week 1: Jan. 10**

Topic: Course overview, organization, and introduction: Basic concepts and definitions

Readings:

Exercise: In-class exercise - List three transportation issues that you believe have policy implications. Explain the importance of each. Identify the central decision criterion of each issue.

### **Week 2: Jan. 17**

Topic: *You do what?* Structures, actors, and instruments in transport policy

Readings: Giuliano G (2007) “The changing landscape of transportation decision-making”, Thomas Deen Distinguished Lectureship, Transportation Research Board (pdf available)

Vickerman R (2005) Chapter 13: Infrastructure Policy, in Button KJ, Hensher DA (eds) Handbook of Transport Strategy, Policy, and Institutions, Elsevier (Oxford) 779-801 (pdf available)

Heaver TD, Waters II WG (2005) Chapter 45: Transport Policy in Canada, in Button KJ, Hensher DA (eds) Handbook of Transport Strategy, Policy, and Institutions, Elsevier (Oxford) 779-801(pdf available)

O’Hare M (1989) A Typology of Government Action, Journal of Policy Analysis and Management, 8(4): 670-672 (pdf available)

Discussion:

Exercise: In-class exercise – Based on previously selected transportation issues, identify the main actors, and critically discuss the policy actions that might be taken.

### **Week 3: Jan. 24**

Topic: Methodological approaches I: *Some numbers beat no numbers every time*: Quantitative tools in policy analysis

Readings: King JL and Kraemer KL (1993) “Models, Facts and the Policy Process: The Political Ecology of Estimated Truth” In MF Goodchild, BO Parks and L.T Steyaert (eds.) Environmental Modeling with GIS, Oxford University Press, Oxford, pp. 353-360 (THODE Bookstacks)

McNally, MG (2000) The Activity-Based Approach. In: D.A. Hensher, K.J. Button (eds.), Handbook of Transport Modeling. New York: Elsevier, pp. 53-69. (THODE Bookstacks)

Mirchanday PB, Head KL, Boyce D (2000) Model-based transportation policy analysis, International Journal of Technology Management, 19 (3-5) 507-531

Discussion:

### **Week 4: Jan. 31**

Topic: Methodological approaches II: Well-dressed narratives: Qualitative policy analysis

Readings: Clifton KJ, Handy SL (2001) Qualitative Methods in Travel Behavior Research, Paper presented in the International Conference on Transport Survey Quality and Innovation, Kruger National Park, South Africa, August 5-10 (pdf available)  
Marshall C, Rossman GB (1994) Chapter 4: Data Collection Methods, in Designing Qualitative Research, 2<sup>nd</sup> Edition, Sage Publications (Thousand Oaks) pp. 78-107  
Ryan GW, Bernard HR (2000) Chapter 29: Data Management and Analysis Methods, in Denzin NK, Lincoln YS (eds) Handbook of Qualitative Research, Sage Publications (Thousand Oaks) pp. 769-802

Discussion:

**Week 5: Feb. 7**

Topic: Methodological approaches III: How would you react if..? Simulation and role-playing based policy analysis

Readings: Armstrong JS (2001) Chapter 2: Role-Playing, in Armstrong JS (ed) Principles of Forecasting: A Handbook for Researchers and Practitioners, Kluwer Academic Publishers (Boston) pp. 13-30  
Additional readings TBD

Discussion:

**Week 6: Feb. 14**

Topic: Campus parking policies

Readings: Marsden G (2006) The evidence base for parking policies – a review, Transport Policy 13(6): 447-457 (pdf available)  
Brown J, Hess DB, Shoup D (2001) Unlimited Access, Transportation, 28(3): 233-267 (pdf available)  
Shannon T, Giles-Corti B, Pikora T, Bultsara M, Shilton T, Bull F (2006) Active commuting in a university setting: Assessing commuting habits and potential for modal change, Transport Policy, 13(3): 240-253 (pdf available)  
Ehrenberg RG (200) Chapter 15: Parking and Transportation, in Tuition Rising: Why Colleges Cost so Much? Harvard University Press (Cambridge) pp. 209-217

Discussion:

**Week 7: Feb. 21 – Reading Week**

**Week 8: Feb 28**

Topic: INAC Food Mail Program

Readings: Food Mail Program Review: Findings and Recommendations of the Minister's Special Representative

Discussion:

**Week 9: March 7**

Topic: Active Travel: Walkability and Physical Environments

Readings: TBD

Discussion: Instructor and Guest Instructor

**Week 10: March 14**

Topic: Active Travel: Walkability Audits

Readings: N/A (Field Work)

Discussion:

**Week 11: March 21**

Topic: Active Travel: Policy Implications

Readings: TBD

Deliverable based on this case study

Discussion:

**Week 12: March 28**

Topic: Transportation and health

Readings: McCarthy M (2006) Chapter 7: Transport and Health, in Marmot M, Wilkinson RG, Social Determinants of Health, Oxford University Press (Oxford) 131-147  
Stead D (2008) Institutional aspects of integrating transport, environment and health policies, Transport Policy 15: 139-148  
Davis A (2006) Transport and health – What is the connection? An exploration of concepts of health held by highways committee Chairs in England, Transport Policy 12: 324-333

Discussion:

***Week 14: April 4***

Topic: To be determined

Readings: To be determined

Discussion: Instructor