

Canvas URL: <https://uws-ce.instructure.com/courses/7408>

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Facilitator: Susan Gaeddert (she/her) susan@1kfriends.org

Office Hours: Regular office hours Tuesday 11-12 via Zoom. I am also available by email or by appointment. Nothing should prevent students from contacting me with questions or concerns about the course.

Course Meeting Time: 4-6pm Wednesdays | September 6 - November 8, 2023 | See course schedule for Zoom links and dates for in-person sessions.

Location: In-person sessions will take place in Room 135 of the Chemistry-Biology Building (CBB 135) on the UW-Stevens Point campus. Field trips will also depart from this location, unless otherwise communicated.

Course Description

This course will include investigation of local transportation planning, street design, bicycle and pedestrian safety, transit planning, links to climate change, history of discriminatory practices. Also included is consideration of public health, environmental, economic, and social outcomes.

Overview

The **Community Transportation Academy** provides students with the fundamentals of local transportation planning and equips them with skills to advocate for themselves and their communities.

Transportation policy is deeply implicated in issues of inequality and opportunity, impacting most aspects of daily life including housing, health, safety, and access to employment, schooling and essential services. Transportation is also inextricably linked to climate change; in Wisconsin, transportation emissions are responsible for 25% of greenhouse gas emissions. Additionally, the COVID-19 pandemic has exacerbated and highlighted disparities in the transportation system, with changes in driver behavior, more crashes resulting in pedestrian injuries and fatalities, and disruption to transit due to low ridership and driver shortages - all of which have a disproportionate impact on communities of color and lower income neighborhoods - making headlines across the state.

Many Wisconsin residents understand that transportation is deeply interwoven with environmental, health, and equity issues at the local level, but the maze of transportation planning and implementation processes can be a barrier to participation. Increased focus on local-level activism and a growing desire to understand the impact of past decisions on current

infrastructure patterns demonstrate the need for a transportation course empowering members of the public.

The **Community Transportation Academy** helps bridge the gap between community advocates and transportation planning entities. It is an opportunity for deep public engagement at the local level. The Academy is intended for a diverse cross-section of community members, local elected officials, planning staff, and university students who are dedicated to learning about transportation planning, implementation, and solving local transportation issues to improve health, equity, sustainability, and accessibility. The course is specifically tailored for residents of Stevens Point, WI and features guest speakers from national and statewide organizations as well as local agencies, planning organizations, and advocacy groups. Local history and transportation issues are used as teaching examples. Students complete the course equipped to advocate effectively for better transportation networks and contribute to the health and vitality of their communities.

Prerequisites

There are no prerequisites for this course.

Course Learning Outcomes

By the end of this course, you will be able to:

- Articulate the basic processes of local transportation planning;
- Understand how transportation planning impacts neighborhood design;
- Think critically about how transportation systems impact social, racial, and economic equity;
- Understand the public health implications of street design;
- Think critically about how transportation design impacts greenhouse gas emissions;
- Conduct a walk/roll audit to identify issues and strategies for improvements in local transportation networks;
- Develop problem-solving strategies for addressing local transportation issues as a community advocate.

Additionally, because the course is designed to include a diverse cross-section of local residents, it is an opportunity for the following outcomes:

- Deep public engagement at the local level;
- Interaction with local experts and practitioners;
- Interaction with state and national-level experts who guest lecture;
- Connection with other community members and stakeholders with a shared interest in local transportation planning;
- Relationship-building with local elected officials and city staff.

Textbook and Materials

There is no textbook for this course. All materials including readings, videos, and audio files will be available on Canvas on the course website. All students must have access to a working computer with an internet connection.

Students who choose video format for the final project are responsible for providing their own equipment.

Format

This is a hybrid course. Four sessions will be held face-to-face on the UWSP campus, and six sessions will be delivered online through the learning management system, Canvas. You will need your NetID to log in to the course from the [Canvas homepage](#).

Grading Policies

This course is graded. Students can earn up to 120 points for attendance, participation in online discussion, and completion of a final project.

Attendance (10 sessions, 4 points per session)	40
Participation in online discussion (8 discussion threads, 5 points per post)	40
Final project (see details and rubric below)	40
TOTAL	120

Late Assignments

There are no exams for this course.

Aside from the final project and participation in online discussions, there are no written assignments for this course. For extenuating circumstances that impact your ability to participate in class activities, you are responsible for alerting me as soon as possible.

Attendance and Participation

Attendance is required for this course. Attending every session both shows respect for the guests invited to share their expertise and enables engagement with speakers and other participants.

I will post discussion prompts on Canvas for sessions 2-9. Online discussion for each week's topic is another way for participants to explore the issues we are addressing during the course. You are encouraged to respond to each other's comments. Be respectful of different points of view. Students receiving credit are required to respond and will receive full points for completing the task. My hope is that we will be able to establish robust, authentic conversation both in

person and online that continues throughout the ten weeks of the course, and that participation is engaging rather than forced.

If you are unable to attend class or participate online due to illness or other extenuating circumstances, contact me by email, preferably 24 hours in advance. Online sessions will be recorded and available to students on an unlisted YouTube link within 2 days of the class being held. Students are responsible for contacting me with any questions they have about missed class sessions.

Assignments

Weekly assigned readings, videos, and/or audio.

Written responses to discussion prompts from the instructor.

Final project

Students have the opportunity to complete a project and presentation for the final class session.

The final project is a requirement for UWSP students.

For the final project, students will describe a local transportation problem and propose one or more solutions to the problem using the tools and knowledge they have acquired during the course. If you choose a controversial topic, be prepared to take a position on it and back it up with evidence. Students may work in pairs, groups, or individually.

Each project must include the following content:

1. **Description: what is the problem?** What is the geographical area affected (i.e. city block, neighborhood, whole city)? Who is affected?
2. **Analysis: why is it a problem?** What are the implications of the problem? How did this problem come to be? What might happen in the future if this problem isn't addressed? What is at stake?
3. **Solution: how can the problem be solved?** What are the techniques, tools, and institutions available to planners to solve the problem? What are some strategies advocates can use to address the problem? Who should be involved?
4. **Sources.** Refer to any class materials you use for reference, and cite other sources as needed. Audio or video projects must be turned in with a written list of sources. The citation style (MLA, APA, Chicago, etc) does not matter as long as you pick one and are consistent. Here is an online guide to citation from the UWSP library:

<https://libraryguides.uwsp.edu/citation>

Students will choose ONE of the following options of deliverables for the final project. No one format is superior to the other; rather, this is an opportunity to choose the option that best fits your creative skillset and presentation style.

- A video, no more than 5 minutes in length
 - Your video should present the problem, analysis, and proposed solution in a concise, organized manner. Picture and sound do not need to be professional quality, but they should be easy to see and hear. Use editing software to add

captions to identify people and locations. There are many free resources available online for creating videos.

- A slide deck and presentation, no more than 5 minutes in length. The slides may be delivered live in class OR pre-recorded.
 - Your presentation slides should present the problem, analysis, and proposed solution in a concise, organized manner. Include captions for all images, and include enough information in the slides that they can be understood without the spoken presentation.
- If you wish to turn in a different media for your deliverable, please talk to me.

Final projects will be assessed according to the rubric below.

	Final Project Expectations			
	4 Mastery of material	3 Proficient	2 Development in progress	1 Emergent understanding
Description	Issue/problem is stated clearly with relevant details and demonstration of deep understanding of who and what is affected.	Issue/problem is stated clearly and includes some detail about who and what is affected.	Issue/problem is stated, but lacks clarity and depth of description.	Issue/problem is stated without clarification or description.
Analysis	Deep understanding of implications of the issue/problem and specific reasons it should be addressed.	Some specifics provided about why the issue/problem should be addressed.	General information with no specifics provided about why the issue/problem should be addressed.	Little or no information provided about why the issue/problem should be addressed.
Solution	Solid evidence and detailed strategies presented to solve the problem.	Solid solution presented with some detailed evidence as to why it would work.	General solution presented with some evidence as to why it would work.	Vague solution presented with little or no evidence.

Course Outline and Schedule

Please note that the timing of activities and topics listed below may change. I will give you timely notice of any major changes in the syllabus by announcing them in class, by email, and posting as announcements on Canvas. Refer to Canvas for assigned material and discussion forums. Assigned materials are available on Canvas.

**Indicates in-person sessions at UWSP*

Week	Topic and Speaker
*1: 9/6/2023 *In person	Class introductions & Syllabus review Understanding the past: history and modern implications of racial segregation, post-WWII transportation planning and urban renewal <i>Kirk Harris, UW Milwaukee</i> Interactive exercise: Zone! The Land Use Game
2: 9/13/2023	Land use/zoning, climate change, and sustainability in transportation planning <i>Eric Olson, UWSP</i> https://us06web.zoom.us/j/86872521058?pwd=V3RZdWxBbEs3cm9sL202T2Y0aFZyZz09
3: 9/20/2023	WisDOT highway processes and state-level policies that affect local transportation <i>Carl Glasemeyer, 1000 Friends of Wisconsin</i> https://us06web.zoom.us/j/85751540094?pwd=UFBUOUpkTW5qVzNYaHlKemFLcVJGUT09
4: 9/27/2023	Vision Zero/Dangerous by Design <i>Heidi Simon, Transportation 4 America</i> https://us06web.zoom.us/j/84612263638?pwd=QU1wai9Kb1dLOWpqRmVrazJUV0MyZz09
*5: 10/4/2023 *In person	Walk/Roll audit of UWSP campus and Division Street <i>Class field trip</i>
6: 10/11/2023	Livable Communities, Local Collaboration, and Safe Streets 4 All <i>Darrin Wasniewski, AARP Wisconsin</i> <i>Adam Kuhn, City of Stevens Point</i> <i>Dominique Swangstu, Village of Plover</i> https://us06web.zoom.us/j/86404198657?pwd=TGHxUVpXTThLTIBXM0FubW1LM1VCZz09
7: 10/18/2023	Complete Streets, Gender Equity, and the Mobility of Care <i>Lori DiPrete Brown & Carey McAndrews, UW Madison</i> https://us06web.zoom.us/j/89051742016?pwd=Wk81eld6SHdQUmtLSjdub3VLQVJRQT09

8: 10/25/20233	Advocacy <i>Curt Witynski, League of Municipalities</i> <i>Trevor Roark, owner of Curbside LLC and local advocate</i> https://us06web.zoom.us/j/87653119851?pwd=cHFUTjl5c2N0T0lHdDZYcjFKcFhDZz09
*9: 11/1/2023 *In person	Class field trip: Transit tour <i>Talin Scheuermann, Director of Central Transportation in Stevens Point</i>
*10: 11/8/2023 *In person	Student presentations

Academic Integrity

It is important for students to read and understand the academic honesty policy of UWSP. In addition to university policies any attempt to cheat, plagiarize, or take credit for work that is not your own will result in a zero on the assignment.

Accessibility Statement

If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability Resource Center with your documentation as early as possible in the semester. (715) 346-3365; <https://www.uwsp.edu/disability-resource-center/>

Success as an Online Learner

Successful completion of this course includes participation in discussions and completion of ALL assignments. As an underlying principle of online learning, successful achievement of course outcomes requires a willingness to self-reflect and self-regulate. You should also frequently reflect on learning goals, application of outcomes, and how you might apply course concepts in your future career or life in general.

Strategies for Online Interactions

When participating in online portions of your course, respect others' views and opinions and display common courtesy when posting your views and opinions online in discussion forums, email, blogs, and social networking sites, etc. Online discussions do not allow each person to see facial expressions, body language, or hear intonation so it's especially important to be intentional and thoughtful about what and how we say things online. By following the strategies below, online communication becomes clearer and helps you maintain and establish positive online relationships as well as develop a positive online reputation.

All class members should abide by these six simple rules (abridged and modified from the 10 rules of Albion.com):

1. Be kind and forgiving of mistakes (i.e., do unto others as you'd have others do unto you)

2. Adhere to the same standards of behavior online that you follow in real life (i.e., be ethical)
3. Respect other people's time and bandwidth (i.e., avoid long rants and be careful not to monopolize a discussion)
4. Share expert knowledge (i.e., let others benefit from your insights and experience)
5. Help keep flame wars under control (i.e., no personal attacks or ongoing attempts to belittle or antagonize others)
6. Respect other people's privacy

Course Access

Access to course materials in Canvas may cease after the term ends. I will create a shared google folder with class materials and links to share with participants after the Academy concludes in November. You may also archive materials for your personal use as you progress through the course if you wish.

Inclusive Excellence

Diversity, equity, and the inclusion and engagement of all people is important for fostering a safe environment for everyone in this course. If you are not experiencing my class in this manner, please come talk to me about your experiences so I can try to adjust the course if possible.

Name/Pronouns

I will do my best to address you by the name and gender pronoun you have identified. Please let me know as early as possible if I misspeak so that I can make that correction.

Academic Services and Resources at UWSP

UWSP has an array of supports for your success, and the website below makes sure you know about all of them. Please take the time to investigate the resources available, via the [Student Resources website](#). If you would like help finding what you need, please talk with me.

Technical Support

For tips and information about Canvas visit the [UWSP Canvas Guide for students](#); this site also links to the 24/7 Canvas support. Check your [browser compatibility with Canvas](#). If you are having Canvas login issues or need general computer assistance, contact the [IT Service Desk](#).