

August 28, 2023

TRANSPORTATION EQUITY
Purdue (POL 520), University of Texas at El Paso, and Utah State University
FALL 2023
TTh 3:00-4:15 p.m. ET/1:00-2:15 MT
Synchronous on Zoom

PROFESSOR ROSALEE CLAWSON (she/her/hers)	PROFESSOR IVONNE SANTIAGO (she/ella)
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OFFICE: BRNG 2222	OFFICE: Engineering A-218
OFFICE HOURS: Tuesday and Thursday 9:45 – 11:00 a.m. MT (11:45 a.m. – 1:00 p.m. ET) and by appointment	OFFICE HOURS: Tuesday 3:00 – 4:30 p.m. MT (5:00 – 6:30 p.m. ET) and by appointment

COURSE DESCRIPTION AND OBJECTIVES

This class focuses on how to create a sustainable and equitable transportation future. Taking an interdisciplinary approach, students will learn about historical issues around transportation justice, individual biases and how they affect transportation issues, contemporary structural inequities, environmental justice, technology and societal impact, and public policy. Students will be expected to do significant reading to prepare for class, participate actively in class discussion, take quizzes, write a group paper, and present the paper in class. This is a graduate level class appropriate for advanced undergraduates and graduate students. Students are welcome from any discipline.

Students from Purdue University, University of Texas at El Paso, and Utah State University will be enrolled in the class. This course is affiliated with the [ASPIRE Engineering Research Center](#). *(You do not have to be affiliated with ASPIRE to take the class.)*

The overarching goal of this class is for students to understand and be able to disrupt dynamics of privilege and oppression. To reach that overarching goal, the course has several specific learning outcomes. By the end of this course, students will be able to:

- Define, explain, and critique different theoretical approaches to diversity, equity, and inclusion.
- Define fundamental concepts associated with diversity, equity, and inclusion.
- Apply theoretical insights from class to transportation-related research.
- Communicate research to both scholarly and general audiences.

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PREREQUISITES

There are no prerequisites for the course. We expect students to have intellectual curiosity and an interest in learning about transportation equity.

COURSE MATERIALS

Course readings and other materials will be available in Blackboard. Additional details will be provided in class.

Please note that course materials and notes from class are not to be posted, sold, or bartered without the express written permission of the instructors. These materials are subject to our copyright. We do encourage you to take notes of course, and you are welcome to share those among classmates.

Class discussions may only be recorded with permission from your classmates and the instructors.

COURSE ASSIGNMENTS

Class Participation 30%

Students are expected to attend class and come prepared to discuss the day's readings.

Thoughtful and careful assessment of the readings is expected; informed and knowledgeable participation is required. We realize that full attention can sometimes be difficult on Zoom and that Zoom fatigue is rough. That said, we ask students to generally keep their cameras on and do their best to fully engage with classmates and us. Think of the class as an opportunity to put aside other concerns and to engage in constructive discussions on an incredibly important topic.

Students should have the day's readings and notes available to them during class. We will provide students with feedback on their participation around mid-semester, but please feel free to contact us during office hours if you want advice or feedback on participation.

If students feel they need some help knowing how to take appropriate notes for class discussion, we recommend this piece:

Alex-Assensoh, Yvette M. 2008. "Teaching Critical Analysis Skills with Analysis Briefs: What They Are and How They Work." *PS: Political Science & Politics* 41(1): 189-192.

Quizzes 30%

Students will take regular quizzes over course material. Students are welcome to use their notes and readings for the quizzes. All we ask is that you work independently. The goal of these quizzes is to help you learn the material.

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Group Research Paper 30%

Working in groups of 3-5, students will write a research paper. Throughout the semester, students will work on chunks of the project and receive input. This “scaffolding” will allow for significant feedback and revision. The research paper should be geared toward communicating to a scholarly audience and should include a separate community engagement plan.

Group In-Class Presentation 10%

Student groups will present their research in class near the end of the semester. The presentations should be geared toward communicating to a general audience of policymakers and community members.

GRADING SCALE

A	93-100%	B-	80-82%	D+	67-69%
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

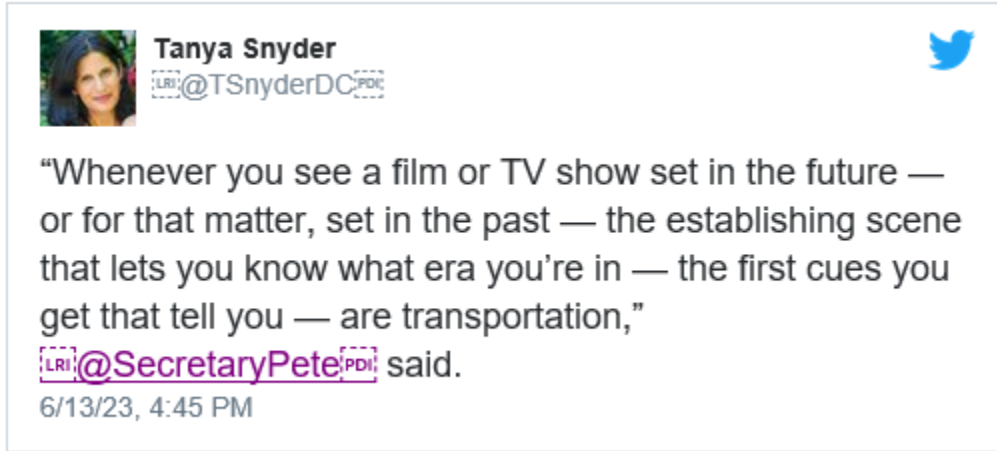
(Note: 0.5 and above will be rounded up. For example, 92.5% will be rounded to 93% and therefore will be an A. If you get a 92.4%, it will be rounded down to 92% and therefore will be an A-.)

OPTIMAL LEARNING ENVIRONMENT

Our goal is to create an optimal learning environment for all students. That requires respect for other students’ arguments. This does not mean you have to agree with every student, but it does mean that you must debate one another based on evidence, not on personal attacks. Note that students' participation grades will be negatively affected if they disrupt the learning environment. Thank you in advance for helping us sustain an ideal learning environment.

COURSE CAVEAT

Please know that we will do our best to stick with the plan outlined below, but the schedule and assignments in this course are subject to change in the event of extenuating circumstances. For example, in the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Relevant changes to this course will be communicated via e-mail. You are expected to read your university email on a frequent basis.



COURSE SCHEDULE (This is a dynamic syllabus so please understand there will be updates and added readings.)

Tuesday, August 22 PURDUE START	Introduction and Brief Overview for Purdue students
Thursday, August 24	No class
Tuesday, August 28 UTEP and USU START	Introduction to Class, Overview of Syllabus, Introduction to ASPIRE Engineering Research Center and Transportation Equity
Thursday, August 31	Introduction to Transportation Equity, continued Read: Litman, Todd. 2022. “Evaluating Transportation Equity: Guidance for Incorporating Distributional Impacts in Transport Planning.” <i>ITE Journal</i> 92(4): 43-49.
Tuesday, September 5	Understanding Public Involvement in Federal Projects Read: TBA
Thursday, September 7	Historical Context of Race and Transportation Inequity Watch video in class and discuss: <i>Ida B. Wells: A Passion for Justice</i>
Tuesday, September 12	Civil Rights Movement and Contemporary Implicit and Explicit Bias Read: Jo Ann Robinson: A Heroine of the Montgomery Bus Boycott

	<p>Read: Lowe, Kate, Sarah Reckhow, and Andrea Benjamin. “Pete Buttigieg May Not Know This Yet: Rail Transportation Funding is a Racial Equity Issue.” <i>Washington Post</i>, February 1, 2021.</p>
<p>Thursday, September 14</p>	<p>Principles of Environmental Justice and Justice40 Initiative; Diversity, Equity, and Inclusion Policies and Politics</p> <p>Read: Agyeman, Julian, David Schlosberg, Luke Craven, and Caitlin Matthews. 2016. “Trends and Directions in Environmental Justice: From Inequity to Everyday Life, Community, and Just Sustainabilities.” <i>Annual Review of Environment and Resources</i> 41: 321-340. https://www.annualreviews.org/doi/pdf/10.1146/annurev-environ-110615-090052.</p> <p>Read: “Principles of Environmental Justice.” 1991. First National People of Color Environmental Leadership Summit, http://www.ejnet.org/ej/principles.html.</p> <p>Read: Miller, Britney J. 2022. “Racism Drives Environmental Inequality — But Most Americans Don’t Realize.” <i>Nature News</i>, June 14. https://www.nature.com/articles/d41586-022-01283-0.</p>
<p>Tuesday, September 19</p>	<p>ASPIRE Annual Meeting – No Class</p> <p>Read: ASPIRE 2023 Annual Report</p> <p>Read: Litman, Todd. 2023. “Evaluating Transportation Equity: Guidance for Incorporating Distributional Impacts in Transport Planning.” Victoria Transport Policy Institute.</p>
<p>Thursday, September 21</p>	<p>ASPIRE Annual Meeting – No Class</p> <p>Work with your group on your research paper</p>
<p>Tuesday, September 26</p>	<p>Environmental Justice and Transportation Equity</p>

	<p>Read: Bullard, Robert D. 2003. "Addressing Urban Transportation Equity in the United States," <i>Fordham Urban Law Journal</i> 31(5): 1183-1209. https://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=2193&context=ulj.</p> <p>Read: Stelly, Amy. "Highways Destroyed Black Neighborhoods Like Mine. Can We Undo the Damage Now?" <i>Washington Post</i>, August 13, 2021, https://www.washingtonpost.com/outlook/2021/08/13/new-orleans-claiborne-highway-infrastructure/.</p> <p>Peruse: Dr. Robert Bullard's website. Bullard is often called the "Father of Environmental Justice." Great resources on his site: https://drrobertbullard.com/.</p>
<p>Thursday, September 28</p>	<p>Critical Race Theory, Dr. Brandon Allen, ASPIRE Co-Director of Diversity and Culture of Inclusion</p> <p>Read: TBA</p>
<p>Tuesday, October 3</p>	<p>Critical Race Theory and Transportation, Dr. Brandon Allen, ASPIRE Co-Director of Diversity and Culture of Inclusion</p> <p>Read: TBA</p>
<p>Thursday, October 5</p>	<p>Principles of Community Engagement</p> <p>Read: TBA</p>
<p>Tuesday, October 10</p>	<p>PURDUE FALL BREAK – NO CLASS</p> <p>Watch: Transportation Equity Video TBA</p>
<p>Thursday, October 12</p>	<p>Community Engagement in Practice – Panel of Guest Scholars: Jen Ramos-Chavez, Polly Parkinson, Fawn Groves, and Emma Mecham</p> <p>Read: Parkinson, Polly, Fawn Groves, Emma Mecham, Amy Wilson-Lopez, "Community Perceptions of Procedural and</p>

	Distributive Justice in Engineered Systems: A Case Study of Community-Engaged Vehicle Electrification.” ASEE 2023 Conference.
Tuesday, October 17	Labor and Transportation (Tentative) Read: TBA
Thursday, October 19	Disparities in Air Pollution (Tentative) Read: TBA
Tuesday, October 24	Cars, Political Participation, Prisons, and Public Policy Read: de Benedictis-Kessner, Justin, and Maxwell Palmer. 2023. “Driving Turnout: The Effect of Car Ownership on Electoral Participation.” <i>Political Science Research and Methods</i> 11:654-662. Read: Livingston, Julie, and Andrew Ross. 2022. “Introduction” and “Shaking Down the Traffic Debtor” in <i>Cars and Jails: Freedom Dreams, Debt, and Carcerality</i> . New York: OR Books.
Thursday, October 26	Renewable Energy Policy Read: Stokes, Leah Cardamore. 2020. “Introduction,” “When New Policies Fail to Create a New Politics,” and “Climate Change and the Rise of Renewable Energy (1970s-2015)” in <i>Short Circuiting Policy: Interest Groups and the Battle Over Clean Energy and Climate Policy in the American States</i> . New York: Oxford University Press.
Tuesday, October 31	Mobility Justice and Gender, Harassment, and Public Transportation Read: “10 Principles of Disability Justice.” https://www.sinsinvalid.org/s/10-PRINCIPLES-OF-DISABILITY-JUSTICE-Plain-Text.pdf .

	<p>Read: Hamraie, Aimi. 2020. “Crip Mobility Justice: Ableism and Active Transportation Debates.” <i>International Journal of Urban and Regional Research</i>.</p> <p>Read: McDonnell, Ania. 2019. “Addressing Gender Disparities in Transportation.” The Gender Policy Report. University of Minnesota.</p> <p>Read: Noor, Shamim, and Pawinee Iamtrakul. 2023. “Women’s Access to Urban Public Transport: Toward Addressing Policy Constraints in Combating Sexual Harassment.” <i>Transport Policy</i> 137: 14-22.</p>
<p>Thursday, November 2</p>	<p>Overview of Electric Vehicles and Equity and Disparities in Access to Charging Stations</p> <p>Read: Al-Qadi, Dana. “Equitable Transportation Electrification.” AECOM.</p> <p>Read: Henderson, Jason. 2020. “EVs Are Not the Answer: A Mobility Justice Critique of Electric Vehicle Transitions.” <i>Annals of the American Association of Geographers</i>. 110(6): 1993-2010.</p> <p>Read: TBA</p>
<p>Tuesday, November 7</p>	<p>Achieving Zero Emissions with More Mobility and Less Mining</p> <p>Read: Riofrancos, Thea, et al. “Achieving Zero Emissions with More Mobility and Less Mining.”</p>
<p>Thursday, November 9</p>	<p>Agenda Setting and Framing in Mass Media: A Focus on Electric Vehicles and Equity</p> <p>Read: Clawson, Rosalee A., and Andie Lee. “Framing of Electric Vehicles in the U.S. Media: Is Equity a Frame or Just a Consideration”</p>
<p>Tuesday, November 14</p>	<p>Energy-Material Cycles in Transportation, Dr. John Mulrow</p>

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	Read: Mulrow, John. "Energy-Material Cycles: A Materials-Based Perspective of Vehicle Energy Systems."
Thursday, November 16	Peace Engineering Read: TBA
Tuesday, November 21	Student Presentations
Thursday, November 23	THANKSGIVING – NO CLASS
Tuesday, November 28	Student Presentations
Thursday, November 30	Student Presentations
Tuesday, December 5	Student Presentations
Thursday, December 7	Student Presentations