
UP 230

Transportation Planning: Fundamentals and Innovations

Department of Urban and Regional Planning
University of Illinois at Urbana-Champaign
Spring 2025

Instructor:	Amanda Merck merck2@illinois.edu
Course Sessions:	Tuesdays and Thursdays 11:00–12:20, Temple Buel Hall 223
Credit Hours:	3.00
Instructor Office Hours:	Wednesdays at 10:00-10:50 at Architecture 210C or via zoom. https://illinois.zoom.us/j/88540087699?pwd=Y2RnSUM5cVRPWINTbzlpWUQ5N212QT09 Or you can make an appointment through Calendly: calendly.com/merck2

Course Description

Due to historic discriminatory planning practices, American neighborhoods are racially and economically segregated and dependent on the automobile, both of which hinder equitable access to opportunity. By investing in auto-centric infrastructure and development, the government has eliminated the feasibility of competing modes of travel, resulting in auto-dependence. Despite massive public investment in roadways, American families continue to face various social, economic, environmental, and health consequences of inadequate transportation options.

In light of these issues, UP 230 will prepare students to think critically about the following types of questions: What does our transportation system look like today, and how did we get here? Who makes decisions about transportation infrastructure and how are projects funded? What are the impacts of transportation on congestion, the environment, safety, health, and equity? How can we design streets and places that are safe for users of all travel modes, ages, and abilities? Will autonomous vehicles simply encourage more driving, or can they be harnessed to support community goals? The course is divided into five major sections that address these and other critical issues:

- **Section I: Transportation Foundations:** The first section of the course is brief and provides foundational knowledge about transportation planning, focusing primarily on the U.S. context. Students will learn about key transportation concepts; the structure of transportation planning (e.g., who makes decisions, how transportation investments are funded); and current travel patterns and trends. This section also introduces transportation planning as a social science.
- **Section II: Where We Are and How We Got Here:** The second section of the course focuses on major phases in transportation history in the U.S. over the past 100 years. Students will learn about political and economic factors behind car dependence and our nation's history of discriminatory planning.

- **Section III: Multimodal Planning Considerations:** The third section of the course provides an overview of planning for multiple modes of transportation, highlighting key considerations for pedestrians, bicyclists, and public transit and how these modes are considered in various types of plans.
- **Section IV: System Concerns and Impacts:** The fourth section of the course explores several concerns and impacts of the transportation system related to accessibility, safety, public health, social equity, and sustainability. Students will learn about these concerns and impacts through a combination of interactive lectures and student-led presentations.
- **Section V: Anticipating the Future:** The final section of the course explores the future of transportation planning with an emphasis on performance management, equity, autonomous vehicles, and transit. Students will learn about logic models, equity frameworks and policy and design strategies that can support a modal shift away from the automobile and toward more safe, affordable, equitable, and sustainable modes of transportation.

Course Learning Objectives

By the end of the semester, students in UP 230 will:

- Be able to articulate and apply key concepts in transportation planning such as derived demand, triple convergence, spatial mismatch, and the difference between mobility and accessibility
- Be able to explain the history, theory, and application of transportation planning in the U.S.
- Be able to distinguish between transportation planning institutions at federal, state, regional, and local levels and the roles they play in the transportation planning process
- Be able to describe the past and anticipate the future impacts of transportation planning on public health, the environment, and social equity
- Be able to anticipate the challenges and opportunities associated with autonomous vehicles
- Be able to summarize various sources of information into tables, graphs, and reports
- Be able to engage in meaningful dialogue about key policy issues in transportation planning

Ultimately, by the end of the course, students will be critical consumers and producers of transportation information, to include acknowledging existing inequities in who benefits from and who is burdened by transportation action; critiquing business as usual practices and policies; identifying and critiquing singular and/or contradictory justifications for transportation action; acknowledging hidden assumptions regarding beliefs, values, and government involvement; and using disaggregated and non-traditional data to elevate diverse transportation needs.

Course Format

This course will be in-person and will include a combination of lectures, discussions, activities, labs, quizzes, assignments, and exams. Students are expected and encouraged to actively engage in lectures and in-class discussions, activities, and labs, contributing their questions, ideas, and experiences.

Course Requirements and Grading

The table below summarizes the course requirements and how they will be weighted in calculating the final course grade. Detailed descriptions of these requirements are provided below.

Requirements	Weight in Final Grade
Attendance & Participation	5%
Labs (x6)	20%
Assignments (x4)	45%
<i>Assignment 1 (individual, written)</i>	
<i>Assignment 2 (individual, written)</i>	
<i>Assignment 3 (group, oral)</i>	
<i>Assignment 4 (individual, written)</i>	
Pop Quizzes (x10)	10%
Exams (x2)	20%
Total	100%

Attendance & Participation. Attending class and actively engaging with the course materials, with the instructor, and with other students in the class is essential for success in this course. Students are expected to complete the assigned readings prior to class and to come to lectures prepared for thoughtful participation. Additionally, all students can demonstrate participation and engagement through proactive communication with the instructor and classmates. Distracting behaviors, such as repeated tardiness, texting, laptop use unrelated to class, and talking unrelated to class will result in a lower participation grade.

Absences. Students are expected to attend every class, but I understand that challenges, unanticipated obligations, and illnesses will arise. **I will excuse up to three (3) absences if you email me before class.** Flexibility will be given and additional absences may be excused for illness or an emergency. Students are expected to **notify me in advance** of any sessions that will be missed. It is the instructor's decision as to when a student's absences, without proactive communication with the instructor, become excessive and should be reported. If in the opinion of an instructor the attendance of a student becomes so irregular that their scholarship is likely to be impaired, the instructor may submit an irregular attendance form to the Associate Dean of the student's college. A copy is forwarded to the student, who should contact the instructor immediately to work out a solution. If irregular attendance continues without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of E for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See Rule 1-501 and Rule 1-502 in the Student Code for more information. **Pay attention to the course schedule to see if you might miss a lab or exam and anticipate that you may also miss a pop quiz, and if relevant address these in your email notifying me of your absence.**

Labs (x6). Students will complete six (6) labs over the course of the semester, sometimes individually and sometimes in groups. Labs are due in class or midnight the following day. The lab dates are in the schedule below.

Missed Labs. Missed labs must be made up with me in-person. It is your responsibility to **email me before class and schedule a time to make up the lab with me in-person.**

Assignments (x4). Students will complete four assignments that apply concepts learned in class to real-world examples in practice. Three of the assignments will be completed individually and one will be completed in small groups. The assignment due dates are in the schedule below. The assignments will cover the following topics:

Assignment		Format	Deliverable
A1	Travel Behavior Data	Individual	Report
A2	Political Economy Factors of Car Dependence	Individual	Short Answers
A3	LRTP Scan	Group	Presentation
A4	Logic Model and Op-Ed	Individual	Op-ed

Detailed instructions for completing each assignment will be provided. Submitted assignments will be graded and returned promptly with detailed feedback. The general grading rubric is as follows:

- An “A” assignment demonstrates original thought and synthesis of ideas and sophisticated, cogent analysis. It is clearly written and presented. Outstanding work.
- A “B” assignment includes above average analysis with appropriate evidence to support ideas. It is clearly written and presented. Good work.
- A “C” assignment shows a basic level of understanding, with analysis limited to obvious arguments. Writing is competent. Developing but adequate work.
- A “D” assignment misunderstands or misrepresents the material, or is so poorly written or presented as to obscure the analysis. Inadequate work.

Late Assignments. Students are expected to turn in all assignments on time. It is your responsibility to **email me before the deadline if you need to request an extension.** If you do not email me before the deadline: (1) work submitted within five days will automatically receive a 5-percentage-point deduction; (2) work submitted more than five days late will automatically receive a 10-percentage point deduction; and (3) work submitted more than two weeks late may not be accepted.

Pop Quizzes (x11). To encourage on-time attendance and preparation for class by completing the assigned readings, there will be eleven (11) unscheduled pop quizzes administered at the beginning of class sporadically throughout the semester. They will be brief (3-4 questions) and will be specific to the assigned readings and/or the previous class lecture. I will drop the lowest score, thus averaging your total across ten (10) quizzes. Because these are “pop” quizzes, the dates are NOT in the schedule below.

Missed Pop Quizzes. If you will miss a class or will be late to a class, it is your responsibility to **email me before** and schedule a time to make up the pop quiz with me in-person.

Exams (x2). Two cumulative exams covering lecture materials and course readings will be held during class time. The exam dates are in the schedule below.

Missed Exam. Students are expected to attend class and complete the exams. It is your responsibility to **email me before you miss an exam** to schedule a time to make it up.

For attendance, labs, assignments, pop quizzes, and exams, please communicate with me proactively. I am here to work with you and help you do your best!

Grading Scale. Numeric grades will be converted into letter grades using the scale outlined below. The course will not be graded on a curve, and **there will be no rounding** applied to numeric grades.

A+: 97.0– 100.0	B+: 87.0– 89.99	C+: 77.0– 79.99	D+: 67.0–69.99	F: Less than 60.0
A: 94.0– 96.99	B: 84.0– 86.99	C: 74.0– 76.99	D: 64.0–66.99	
A-: 90.0– 93.99	B-: 80.0– 83.99	C-: 70.0– 73.99	D-: 60.0–63.99	

Readings

You do NOT need to purchase a text for this course. All readings will be posted on Canvas and/or available through the University of Illinois library. Readings for each session are listed at the conclusion of this syllabus.

Course Policies and Other Items/Resources

Illness Expectations. Please wear a mask if you have a runny nose or are coughing. Please abide by safety and hygiene standards, particularly hand washing, sanitizing regularly, and staying home if you have symptoms.

Academic Accommodations. This course will accommodate students with documented disabilities. To obtain disability-related academic adjustments and/or auxiliary aids, students should contact both the instructor and the Disability Resources and Educational Services (DRES) as soon as possible. You can contact DRES at 1207 S. Oak Street, Champaign, by phone at (217) 333-1970, or via email at disability@illinois.edu.

Academic Integrity. This course follows the guidelines set forth by the University Student Code. See http://www.admin.uiuc.edu/policy/code/article_1/a1_1-401.html for specific guidelines, examples, and punishment associated with academic dishonesty. In written work, any ideas that are not your own must be properly cited. The consequences for plagiarism may include receiving no credit for an assignment or, at the discretion of the instructor, failure of the course.

Counseling. The University Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short term counseling, but they do also provide referrals to the community when students could benefit from longer term services. <https://counselingcenter.illinois.edu/>.

Class Climate. 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 DURP, 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.

Safety and Security in the Classroom. Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we're faced with any kind of emergency—like fire, severe weather, or if someone is trying to hurt you—we have three options: run, hide, or fight. For more information please refer to the General Emergency Response Recommendations at <http://police.illinois.edu/emergency-preparedness/run-hide-fight/resources-for-instructors/>.

Netiquette. In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting via email or other online messages, adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford (1995):

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Be brief; succinct, thoughtful messages have the greatest effect.
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your emails.
- Think about your audience and the relevance of your messages.
- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, internet messages are easy to misinterpret.
- Cite appropriate references whenever using someone else's ideas, thoughts, or words.

Course Schedule

(Subject to revision)

Week	Date	Topic	Notes
Section I: Transportation Planning Foundations			
1	21-Jan	Course Overview and Core Concepts	
	23-Jan	Travel Behavior	
2	28-Jan	Travel Data	Assignment 1 (2/7)
	30-Jan	Transportation Planning Process	Lab 1 Depts & Boards
3	4-Feb	Transportation Finance	Lab 2 City Budget
Section II: Where We Are and How We Got Here			
3	6-Feb	History Part 1: Walking City & Transit	
4	11-Feb	History Part 2: Redesigning Cities for the Automobile	
	13-Feb	History Part 3: Discriminatory Practices	
5	18-Feb	Spatial and Transportation Mismatch	
	20-Feb	Auto-dependence & Congestion	
6	25-Feb	Political Economy Part 1	Assignment 2.1 (2/23)
	27-Feb	Political Economy Part 2	Assignment 2.2 (3/7)
Section III: Multimodal Planning Considerations			
7	4-Mar	Roadway Classification	
	6-Mar	Transit	Lab 3 NTD
8	11-Mar	Walking and Biking	
	13-Mar	Speed	Lab 4 Pen Race
9	18-Mar	NO CLASS – Spring Break	
	20-Mar	NO CLASS – Spring Break	
Section IV: System Concerns and Impacts			
10	25-Mar	Exam 1 and LRTPs/MTPs	
	27-Mar	Land Use, Housing, Parking, Congestion	
11	1-Apr	Equity and Health 1	
	3-Apr	Performance Measures and Logic Models	Lab 5 Logic Model
12	8-Apr	Group Presentations	Assignment 3
	10-Apr		
13	15-Apr	Crashes and Safety	
	17-Apr	Sustainability and Transit	Lab 6 Transit Lines
Section V: Anticipating the Future			
14	22-Apr	Shifting Populations & Shrinking Cities	Assignment 4.1 (4/22)
	24-Apr	Congestion & Autonomous Vehicles	
15	29-Apr	Equity and Health 2	
	1-May	Course Wrap-Up	
16	6-May	Exam 2	Assignment 4.2 (5/11)

Required Readings

Introduction and Core Concepts

- Hanson, S. (2017). Introducing Urban Transportation. Introduction in *The Geography of Urban Transportation*, Fourth Edition, Genevieve Giuliano and Susan Hanson, Editors. New York: The Guilford Press. (**30 pages**)
- U.S. Department of Transportation. (2015). Download U.S. Department of Transportation. (2015). "Introduction" (pages 1-6) and "Trends" (page 7) in *Beyond Traffic 2045*.

Travel Behavior

- U.S. Department of Transportation. (2015). "How We Move" (**pages 8-24**) in *Beyond Traffic 2045*.
- U.S. Department of Transportation. (2015). "Why Do People Travel" (**pages 132-135**) in *Beyond Traffic 2045*.
- Grengs, J. (2019). On the Way but Not There Yet: Making Accessibility the Core of Equity Planning in Transportation Chapter in *Advancing Equity Planning Now* (p. **127-131**), Norman Krumholz and Kathryn Wertheim Hexter, Editors. Cornell University Press.

Travel Data

- NHTS. (2018). Summary of Travel Trends: 2017 National Household Travel Survey. https://nhts.ornl.gov/assets/2017_nhts_summary_travel_trends.pdf
- NHTS. (2019). Travel Profile: United States. https://nhts.ornl.gov/assets/2017_USTravelProfile.pdf

Transportation Planning Process

- Federal Highway Administration. (2018). "Part I: Overview of Transportation Planning" (pages 2-15), in *The Transportation Planning Process Briefing Book: Key Issues for Transportation Decisionmakers, Officials, and Staff*. U.S. Department of Transportation.
- Federal Transit Administration. (2017). "Metropolitan, Statewide & Non-Metropolitan Planning" (browse "Overview" page and other sub-tabs on the left), U.S. Department of Transportation. <https://www.transit.dot.gov/regulations-and-guidance/transportation-planning/metropolitan-statewide-non-metropolitan-planning>
- Dumbaugh, E., and M. King. (2018). Engineering livable streets: A thematic review of advancements in urban street design Download Engineering livable streets: A thematic review of advancements in urban street design. *Journal of Planning Literature* 33(4): 451-465.

Transportation Finance

- Kirk, R.S., and W.J. Mallett. (2019). "Funding and Financing Highways and Public Transportation." Congressional Research Service. (p.**1-13**)
- Brown, J., Morris, E., and B. Taylor. (2009). Paved with good intentions: Fiscal politics, freeways and the 20th century American city. *Access* 35: **30-37**.
- Sorenson, P. (2013). From fuel taxes to mileage fees. *Access* 43: **13-19**.

History Part 1: Walking City + Transit

- Muller, P. (2017). "Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis" (**pages 57-69 only**), Chapter 3 in *The Geography of Urban Transportation*, Fourth Edition, Genevieve Giuliano and Susan Hanson, Editors. New York: The Guilford Press.

- Morris, E. (2007). From horse power to horsepower. Access 30: **2-9**.

History Part 2: Rise of the Automobile

- Norton, P. (2011). Traffic Efficiency Versus Motor Freedom. Chapter 6 in Fighting Traffic.
- Brown, J., Morris, E., and B. Taylor. (2009). Paved with good intentions: Fiscal politics, freeways and the 20th century American city. Access 35: **30-37**.
- Muller, P. (2017). Download Muller, P. (2017). "Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis" Chapter 3 in The Geography of Urban Transportation, Fourth Edition, Genevieve Giuliano and Susan Hanson, Editors. New York: The Guilford Press. (**pages 69-83 only**)

History Part 3: Discriminatory Practices

- Turner, M. A., and Greene, S. (n.d.) Causes and Consequences of Separate and Unequal Neighborhoods. <https://www.urban.org/racial-equity-analytics-lab/structural-racism-explainer-collection/causes-and-consequences-separate-and-unequal-neighborhoods>
- Karas, D. (2015). Highway to Inequity: The Disparate Impact of the Interstate Highway System on Poor and Minority Communities in American Cities. New Visions for Public Affairs, 7. (p. 9-19)

Spatial and Transportation Mismatch

- Ong, P. M., & Gonzalez, S. R. (Eds.). (2019). Employment and Spatial Transportation Mismatch. In Uneven Urbanscape: Spatial Structures and Ethnoracial Inequality (pp. **109–142**). Cambridge University Press. <https://doi.org/10.1017/9781316756225.004>
- Blumenberg, E., and Pierce, G. (2016). A Driving Factor in Moving to Opportunity. Access Magazine.

Congestion

- Downs, A. (2004). Why traffic congestion is here to stay...and will get worse. Access 25: 19-25. (p. 22)
- Roy, T., & Budhadev, R. (2018). Urban Sprawl and Transport Sustainability on Highway Corridors Using Stake Holder Analysis. In N. R. Bhanumurthy, K. Shanmugan, S. Nerlekar, & S. Hegade (Eds.), Advances in Finance & Applied Economics (pp. 63–71). Springer. https://doi.org/10.1007/978-981-13-1696-8_4 (p. 64-66)
- Litman, T. (2024). Generated Traffic and Induced Travel: Implications for Transport Planning. Victoria Transport Policy Institute. <https://www.vtpi.org/gentraf.pdf> (p. 1–5)
- Bellis, R. (2020). "The Congestion Con: How More Lanes and More Money Equals More Traffic." Transportation for America. (p. 14-28)
- Cambridge Systematics. (2011). Crashes vs. Congestion: What's the Cost to Society? American Automobile Association. (p. ES1-ES6)

Political Economy: Part 1

- Mattioli, G., Roberts, C., Steinberger, J. K., & Brown, A. (2020). The political economy of car dependence_ A systems of provision approach | Elsevier Enhanced Reader. <https://doi.org/10.1016/j.erss.2020.101486>.

Political Economy: Part 2

- Springs, M. A. (2007). Inequity in Transport: The Problem with Auto Hegemony.
- Whipple., A. B. C. (1970). Superhighway-Superhoax. The New York Times.

- Grengs, J. (2005). [The abandoned social goals of public transit in the neoliberal city of the USA](https://doi.org/10.1080/13604810500050161). *City*, 9(1), 51–66. <https://doi.org/10.1080/13604810500050161>

Roadway Classification

- Federal Highway Administration. (2000). Road Function Classifications Download Road Function Classifications. (2 pages)
- Federal Highway Administration. (2023). Highway Functional Classification Concepts, Criteria and Procedures 2023 Edition Download Highway Functional Classification Concepts, Criteria and Procedures 2023 Edition. (p. 1-8 & 14-18)
- Champaign County. (2022). 5-Year Functional Classification Map Download 5-Year Functional Classification Map. Download . (1 page)
- Federal Highway Administration. Functional Classification Guidelines Download Guidelines. (p. 5-9)

Transit

- APTA. (2020). 2020 Public Transportation Fact Book. (pages 2-3, 6-18). <https://www.apta.com/wp-content/uploads/APTA-2020-Fact-Book.pdf>
- NACTO. (2016). Transit Street Design Guide. <https://nacto.org/publication/transit-street-design-guide/> (scan website)
- Walker, J. (2012). Human Transit: How Clearer Thinking About Public Transit Can Enrich Our Communities and Our Lives. (p.13-37 & 85-90) <https://link-springer-com.proxy2.library.illinois.edu/book/10.5822/978-1-61091-174-0>

Walking and Biking

- Smart Growth America. (2024). “Dangerous By Design 2024.” <https://smartgrowthamerica.org/dangerous-by-design/>
- Vision Zero Network. (2018). “How Does Vision Zero Differ from the Traditional Approach to Traffic Safety?” <https://visionzeronetwork.org/how-does-vision-zero-differ-from-the-traditional-approach-to-traffic-safety/>
- Engel, A., and B. Freer. (2021). “Pedestrian Safety Doesn’t Have to Be a Nightmare.” Bloomberg CityLab. <https://www.bloomberg.com/news/articles/2021-10-27/how-to-end-the-u-s-pedestrian-safety-crisis-in-7-steps>
- Dumbaugh, E., and M. King. (2018). Engineering livable streets: A thematic review of advancements in urban street design. *Journal of Planning Literature* 33(4): 451-465.

Speed and Safety

- Engel, A., and B. Freer. (2021). [“Pedestrian Safety Doesn’t Have to Be a NightmareLinks to an external site..”](https://www.bloomberg.com/news/articles/2021-10-27/how-to-end-the-u-s-pedestrian-safety-crisis-in-7-steps) Bloomberg CityLab.
- USDOT. (2022) What is a Safe System Approach. <https://www.transportation.gov/NRSS/SafeSystem> (Scan website)
- NACTO. (2020). City Limits: Setting Safe Speed Limits on Urban Streets. (p. 13-21 and 27-31)
- FHWA. (2014). “Road Diet Informational Guide.” FHWA-SA-14-028. (p. 1-12, 19-20; skim rest).

Long-Range Transportation Plans (LRTPs)/Metropolitan Transportation Plans (MTPs)

- Champaign Urbana Urban Area Transportation Study (CUUATS). (n.d.) Federal LRTP Requirements. <https://ccrpc.gitlab.io/lrtp-2050/appendices/federal-requirements/>
- Grant, M., Steine, S., Bowen, B., Duffy, C., and Eggert, H. (2023). Model Long-Range Transportation Plans: A Guide for Performance-Based Planning. <https://rosap.ntl.bts.gov/view/dot/67101> (p. vi - 16)

Land Use, Housing, Parking, Congestion

- TBA

Equity & Health 1

- TBA

Performance Measures & Logic Models

- TBA

Crashes & Safety

- TBA

Sustainability & Transit

- TBA

Shifting Populations & Shrinking Cities

- TBA

Autonomous Vehicles & Congestion

- TBA

Equity & Health 2

- TBA

Additional Readings

- Cortright, J. (2017). Driven Apart: How sprawl is lengthening our commutes and why misleading mobility measures are making things worse. <https://cityobservatory.org/driven-apart-how-sprawl-is-lengthening-our-commutes/>
- Davis, V. (2022). Inclusive Transportation: A Manifesto for Repairing Divided Communities. Island Press. <https://islandpress.org/books/inclusive-transportation>
- Grengs, J. (2018) On the Way but Not There Yet: [Making Accessibility the core of Equity Planning in Transportation](#). Chapter 6 in Advancing Equity Planning Now. Norman Krumholz and Kathryn Wertheim Hexter, Editors. Cornell University Press
- Manville, M., King, D. A., and Smart, M. J. (2017). The Driving Downturn: A Preliminary Assessment. Journal of the American Planning Association, 83:1, 42-55, <https://doi.org.proxy2.library.illinois.edu/10.1080/01944363.2016.1247653>
- Norton, P. D. (2008). Fighting Traffic: The Dawn of the Motor Age in the American City. MIT Press.
- Rothstein, R. (2017). The Color of Law: A Forgotten History of How Our Government Segregated America. Liveright.
- Thigpen, C., Ralph, K., Klein, N. J., and Brown, A. (2022). Can information increase support for transportation reform? Results from an experiment. Transportation (2022). <https://link.springer.com/article/10.1007/s11116-022-10265-0>
- Wachs, M. (2001). Forecasting versus Envisioning: A New Window on the Future. Journal of the American Planning Association, 67(4), 367–372. <https://doi.org/10.1080/01944360108976245>
- Williams, K., Boyd, T, Keita, Y., Kramer, J. (2021). Transportation Equity Needs Assessment Toolkit. Center for Transportation Equity, Decisions, and Dollars (CTEDD). https://rosap.ntl.bts.gov/view/dot/60296/dot_60296_DS1.pdf