



**Dr. Estrada**

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Course Website: <https://moodle.oxy.edu/>

**Office Hours:**

by appointment



# UEP 210: Transportation History and Policy (2801)

Occidental College – Spring 2019

Monday & Wednesday: 5:40 – 7:05 p.m.

Room: UEPI



“I hope you can understand my anger...directed toward the total evil and destructive effect brought about by even the existing freeway system.... the Century would dump a minimum of 270 tons of pollutants into the air each day, just counting peak hours... construction of this freeway will, in fact, be an act of committing murder.”

Jesse James, 105 Freeway Public Hearing, 1975

## Course Description:

Welcome to UEP 210! This course will engage and introduce students to the urban historical narrative of U.S. transportation modules, focusing on transit, airports, seaports, bicycling, motorways, and freeways. Through multi-media approaches, we will address the social, environmental, and public health impacts of transportation land use decisions, covering flash points from the early urbanization of the early 20<sup>th</sup> Century to the present era. Los Angeles is the central focal point.

## Course Pedagogy:

**Your success is my primary concern this semester.** I believe in you and hope to see you contribute your unique academic prowess this semester. The course is designed to put **you at the center** of learning through **student centered**, not professor centered, learning methods. As such, your full participation is not only encouraged, but obligatory. Students will fully engage within class discussions in our “natural critical learning environment.” **Complete readings before class.** Come to class prepared and **expect to speak and participate.** While lectures are administered, this course offers you **participatory agency** where **you are an integral part of the learning process**, not a passive listener. Expect to significantly contribute to your education.

## Student Learning Outcomes:

After successful completion of the course, students should be able to:

1. Develop critical reading and analytic skills through an interdisciplinary focus on Los Angeles and its urban environment: transit, freeways, motorways, pedestrian arteries, environmental justice, community development, neighborhood and regional planning, community health, organizing, advocacy, and public policy.
2. Develop skills for effective College-level writing including how to critically analyze texts and their own writing and giving and receiving constructive criticism.
3. Develop discussion, classroom, and learning skills.

## Course Requirements:

Your final grade for this course will be evaluated through **5** main areas (**400 points**):



1. In class Discussion Leader Assignment – 15%
2. Exam 1 – 25%
3. Research Essay – 25%
4. Public Presentation – 20%
5. Attendance & Participation – 15%



### **1. In class Discussion Leader Assignment – 15% (60 points)**

Individually, or as a small group of two, students will lead the class discussion. You should prepare discussion questions, handouts, and other necessary tools in order to spark appropriate college level discourse. A lecture is not necessary, but prepare multiple activities you feel will engage students. Be creative.

### **2. Exam 1 – 25% (100 points)**

Students should prepare well in advance for an exam **Week 9**. Do you want to know what's going to be on the exam? Follow the weekly themes on the syllabus. Use the syllabus as a study guide. A prompt with more detailed instructions will be posted on the course website.

### **3. Research Essay – 20% (100 points)**

Students will put into groups, research and write on an assigned topic. View prompt on the course website for more details.

### **4. Public Presentations – 20% (80 points)**

You will research, then present your topic with a heavy emphasis on visual arts during your presentation. A prompt with more details, research topics, and resources is available on the course website. Group presentations will occur near the end of the semester.

### **5. Participation – 15% (60 points)**

Students are expected to speak and participate in college level activities.

### **Required Course Materials:**

1) Joseph F.C. DiMento and Cliff Ellis, *Changing Lanes: Visions and Histories of Urban Freeways (Urban and Industrial Environments)* (Cambridge: MIT Press, 2012): ISBN-13: 978-0262018586.

2) Jeff Speck, *Walkable City Rules: 101 Steps to Making Better Places* (Washington: Island Press, 2018): ISBN – 13 – 978-161091-8985

3) **INTERNET & TECHNOLOGY:** This class will also utilize many readily available FREE online sources. Expect to visit many online videos, websites, and other resources. Check the syllabus.



### **Projected Assignments and Grading Scale:**

In class Discussion Leader	60 points	Tentative Grading Scale * Subject to change		
Exam # 1	100 points	A	100 - 90%	400 - 360
Research Essay	100 points	B	89 - 80%	359 - 320
Public Presentation	80 points	C	79 - 70%	319 - 280
Participation	60 points	D	69 - 60%	279 - 240
Total Points	400 points	F	59 - 0%	239 - 0

**MY GRADEBOOK:** Use this table to keep track of your course grade throughout the semester.

<u>Date</u>	<u>Name of Assignment</u>	<u>Points earned</u>	<u>Points Possible</u>	<u>%/ Letter grade</u>	<u>Running Total</u>
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	<b>In class Discussion Leader</b>		60		
	<b>Exam # 1</b>		100		
	<b>Research Essay</b>		100		
	<b>Public Presentation</b>		80		
	<b>Participation</b>		60		
	<b>TOTAL POINTS AT END OF SEMESTER</b>		<b>400</b>		

### Attendance:

Attendance is an obligatory part of your successful completion of this course. Coming to **class on time**, prepared to **engage with your professor and peers** is crucial to your understanding of course material. Attendance may be taken at any time and through various means; come to class on time and stay for the entire class period. Three late arrivals equal one absence. **Students who are absent more than 20% of class time may have their grade lowered or be dropped from the class.** *IF YOU ARE LATE, BE SURE YOUR ATTENDANCE IS RECORDED.*

### Grading Scale:

**A 100-90%**

**B 89 - 80%**

**C 79-70%**

**D 69 - 60%**

**F 59-0%**

**A** – shows strong command of the subject matter by giving several **significant, relevant, & specific examples** drawn from **lectures, assigned readings/online materials, & primary sources**. Gives specific details (**evidence**) that supports their answer via statistics, names, and content. Makes strong connections to other pertinent topics examined. Gives **proper citations by incorporating sources within responses, not simply as a footnote**. It is clear the student has done the reading, attends class, and understands the material. **Well written and effectively organized.**

**B** – shows significant command of materials & gives some **specific** examples drawn from lectures/reading. Gives several statistics, names, & content. Clearly, room for improvement, usually by providing more significant & specific examples (**evidence**), offering more **pertinent data**, content, & proper citations. Limited number of sources. Acceptable writing & organization.

**C** – shows the **minimal amount of specific examples** from lectures and readings in order to pass. All of the aforementioned criteria (i.e. examples, content, evidence) can be significantly improved. **Poorly written/organized**, which greatly distracts from points students are trying to make.

**D** – did not provide any aforementioned criteria to pass the class; **poorly written/unorganized**. Sans minimum amount of course content. **Did not meet required minimum page limit or word count.**

### Plagiarism/Cheating and Proper Sources:

Students are expected to uphold the college's academic integrity standards. Cheating is a form of dishonesty in which a student knowingly misrepresents themselves to the college. **Plagiarism and cheating (roughly defined as appropriating another person's ideas, arguments, or wording and claiming them as one's own)** will be treated as a serious offense. Students who base their answers on someone else's work should acknowledge use of it. Plagiarism can occur when you copy another source word for word, copy every other word, every third word, every fourth word, etc... It is the **taking of another source's ideas and representing it as your own that is plagiarism**, even at minor levels.

**Consequences** of cheating/plagiarism can result in **failure** of assignment to more formal **administrative discipline**. It is your responsibility to avoid cheating/plagiarism. Also, if you **turn in an assignment that is significantly similar to another class member**, that is ground for significant reduction in points after an inquiry by the college.


### Cell Phone and Computer Use:

YOUR college encourages a safe, vibrant, and distraction free learning environment. **Cell phone use is prohibited in classrooms** and the use of **computers are only for notetaking**. This is your **first** and **only warning** regarding college policy on technology and disruptive classroom behavior. The college takes improper cell phone and laptop use very serious; please act accordingly or suffer the consequences





## **STUDENT SUCCESS IMPERATIVES:**

- 1. DUE DATES** - Due dates for assignments are strictly enforced. **Late Papers** may be accepted up to 2 days after the deadline but will result in a reduction of points.
- 2. NO GRADES VIA E-MAIL** - I can not answer any significant questions about grades via e-mail. Grade inquiries are better suited for **office hours**. Avoid the “why did you give me a C” type of emails.
- 3. MISSING GRADES & COOLING OFF PERIOD** - You have 2-weeks to query any grade or missing grade after it has been posted or handed back. After the deadline, grades will remain unchanged. A 48-hours “cooling off” period will be implemented after assignments are returned before I will field any significant questions.
- 4. NO RECORDING DEVICES ALLOWED** – All types of recording devices are prohibited. This means no video, audio, or photography at any time. Do not share copyrighted material. 
- 5. SAFE LEARNING ENVIRONMENT** – **The classroom is a safe learning environment** where students are free to engage in academic discussions.
- 6. WELCOME TO UEP 210** – We are glad you are here. We hope you learn a lot. We hope you are ready to read, write, and think critically as you learn about L.A. Transportation History. Reach your zenith at OXY.

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### **READ THIS SYLLABUS CAREFULLY**

It serves as your contract for this class. Please make sure you understand all class policies, assignments, and due dates. You are responsible for being aware of everything stated in the syllabus and for following the syllabus week by week. Complete the required readings before the assigned online discussion forum.

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## **CLASS SCHEDULE AND REQUIRED READING ASSIGNMENTS**

\* Portions of syllabus subject to change

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### **PART 1: The rise of automotive and freeway use**

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#### **Week 1 Intro to Transportation, Land Use, and Urban Planning History**

Wed., Jan. 23      In class: Introduction to Course, Syllabus, and Land Use  
Lecture: “Los Angeles: The Land of Milk & Honey, & pollution, & poverty, & traffic...”  
BOOK EXCERPT: Mark Wild, *Street Meeting* (2005)

#### **REQUIRED READING AND VIDEOS AT HOME: (read before class starts)**

REPORT: Olmstead, “Parks, Playgrounds, and Beaches for the Los Angeles Region, 1930,” report pages xi – 17; 30; 96-97.

RECOMMENDED: Ebenezer Howard, *Garden Cities of Tomorrow* (1902); William Fulton, *Guide to California Planning* (1999); Christopher Alexander, Sara Ishikawa, and Murray Silverstein, *A Pattern Language: Towns, Buildings, Construction* (1977); Michael Sorkin, Editor, *Variations on a Theme Park: The New American City and the End of Public Space* (1992); Kenneth T. Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (1985); Lewis Mumford, *The City in History: Its Origins, Its Transformations, and Its Prospects* (1968); Geoffrey Peter Hall, *Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century* (1996); Greg Hise and Bill Deverell, *Eden by Design: The 1930 Olmsted-Bartholomew Plan for the Los Angeles Region* (2000); Youtube Video: “L.A.’s Layered Built Environment” with Cathy Gudis, Matthew W. Roth, Don Normark, and Mark Langil,” <https://www.youtube.com/watch?v=Q0hZUPdOemE>

#### **Week 2 Street Car – Subway Systems and Transit History**

Mon. Jan. 28      In class: “This was the Pacific Electric,” Documentary, excerpt  
KCET, Lost L.A., <https://www.kcet.org/shows/lost-la/concrete-fantasy-when-southern-californias-freeways-were-new-and-empty>





### **REQUIRED READING AND VIDEOS AT HOME:**

**WEB:** <http://www.pacificelectric.org> (peruse website; familiarize with the stations around downtown L.A. and Eagle Rock vicinity).

**MAP:** Pacific Electric Map @ Moodle

[http://libraryarchives.metro.net/DPGTL/maps/1926\\_pacific\\_electric\\_lines\\_black\\_white.pdf](http://libraryarchives.metro.net/DPGTL/maps/1926_pacific_electric_lines_black_white.pdf)

**ARTICLE:** “Fallen Flags Remembered: PE: Largest interurban, big time business,” [http://ctr.trains.com/~media/files/pdf/pe\\_ffr\\_su06.pdf](http://ctr.trains.com/~media/files/pdf/pe_ffr_su06.pdf) & Moodle

Wed. Jan. 30

In class: continue from Mon.

### **REQUIRED READING AND VIDEOS AT HOME:**

**WEB ARTICLE:** “Tracking the slow decline of the Pacific Electric Railway Red Cars,” Los Angeles Times, January 2, 2016 @ Moodle

**DAILYMOTION VIDEO:** “Taken for a Ride (1996) PBS Documentary,” (watch the first 23 minutes; feel free to watch it all): <https://www.dailymotion.com/video/x6dt8ji>

**WEB/AUDIO:** “The Great Red Car Conspiracy,” <https://99percentinvisible.org/episode/episode-70-the-great-red-car-conspiracy/>

**RECOMMENDED:** [https://www.nycsubway.org/wiki/Historical\\_Maps](https://www.nycsubway.org/wiki/Historical_Maps); Documentary, “This was the Pacific Electric” (2008); Documentary, “The Race Underground, PBS (2017); Charles River Editors, *The New York City Subway: The History of America’s Largest and Most Famous Subway System* (2016); New York Transit Museum, *The City Beneath US: Building the New York Subway* (2004); Steve Crise, *Pacific Electric Railway (Then and Now)* (2001); Harvey S. Laner, *Pacific Electric Railway Historical Society: Remembrances of the Pacific Electric Railway (Pacific Electric Railway Historical Society Monographs-Volume 3)* (2018); Donald Duke, *Pacific Electric Railway: Northern Division* (2001); Lines of Los Angeles Railway, <http://www.erha.org/lary.htm>; Orange Empire Railway Museum, <https://www.oerm.org/yellow-cars-l-a-railway/>; KCET, Lost L.A., <https://www.kcet.org/shows/lost-la/concrete-fantasy-when-southern-californias-freeways-were-new-and-empty>

## **Week 3**

### **Rise of the Automobile – Street Plans & Highways**

Mon., Feb. 4

In class: Lecture: The rise of autos in place of pedestrians

### **REQUIRED READING AND VIDEOS AT HOME:**

**REPORT:** Olmstead, et. al, for Committee on Los Angeles Plan of Major Highways of the Traffic Commission of the City and County of Los Angeles, “A Major Traffic Street Plan for Los Angeles,” 1924. Read pdf pages 1-30.

In class: Lecture and continue from Monday

### **REQUIRED READING AND VIDEOS AT HOME:**

**BOOK EXCERPT:** L.A. Parking Ban, Jeremiah Axelrod, *Inventing Autopia*, excerpt

**REPORT:** Automobile Club of Southern California, “Traffic Survey: Los Angeles Metropolitan Area, 1937. Read pdf pages 6-34.

**CHANGING LANES:** Di Mento & Ellis, Introduction & Chapter 1

**RECOMMENDED:** Scott Bottles, *Los Angeles and the Automobile* (1991); Robert Fogelson, *The Fragmented Metropolis: Los Angeles, 1850-1930* (1993); Richard Longstreth, *City Center to Regional Mall: Architecture, the Automobile, and Retailing in Los Angeles, 1920-1950* (1997); Matt Roth, “Concrete Utopia: The Development of Roads and Freeways in Los Angeles, 1910-1950; Matt Roth, “Whittier Boulevard, Sixth Street Bridge, and the Origins of Transportation Exploitation in East Los Angeles,” *Journal of Urban History* (2004); LA Metro Archives, Primary Source Traffic Plans, <http://libraryarchives.metro.net/DPGTL/trafficplans/>; Dorothy Peyton Gray



Wed. Feb. 6



## Week 4 The Urban Freeway – Yesterday

Mon., Feb. 11

In class: Lecture: The East Los Angeles Interchange, The 710 Freeway & Master Plans KCET, Lost L.A., <https://www.kcet.org/shows/lost-la/concrete-fantasy-when-southern-californias-freeways-were-new-and-empty>  
Financing; Gas Tax; 1947 - Collier Burns Act – Master Planning, Parkways/Freeways

### **REQUIRED READING AND VIDEOS AT HOME:**

CHANGING LANES: Di Mento & Ellis, Chapter 2 and Chapter 3

REPORT: 1958 California Freeway System, pg. 1 - 17 @ Moodle.

Wed., Feb. 13

In class:

### **REQUIRED READING AND VIDEOS AT HOME:**

CHANGING LANES: Di Mento & Ellis, Chapter 4

REPORT: 1958 California Freeway System, pg. 18 – 35 @ Moodle.

**RECOMMENDED:** David Brodsky, *L.A. Freeway: An Appreciative Essay* (1981); Reyner Banham, *Los Angeles: The Architecture of Four Ecologies* (1971); Jane Holtz Kay, *Asphalt Nation* (1998); Christopher Wells, *Car Country: An Environmental History* (2012); Eric Avila, *Popular Culture in the Age of White Flight* (2004); Eric Avila, *The Folklore of the Freeway: Race and Revolt in the Modernist City* (2014); Earl Swift, *The Big roads: The Untold Story of the Engineers, Visionaries, and Trailblazers Who Created the American Superhighways* (2011); Raul Homero Villa, *Barrio Logos: Space and Place in Urban Chicano Literature and Culture* (2000); Rodolfo Acuna, *A Community Under Siege: A Chronicle of Chicanos East of the Los Angeles River, 1945-1975* (1984); Barrio Planners, Inc., *Nuestro Ambiente: East Los Angeles Visual Survey and Analysis* (1973); Raymond A. Mohl, "Stop the Road: Freeway Revolts in American Cities," *Journal of Urban History* (2004); Mark Rose, *Interstate: Express Highways Politics, 1939-1989* (1979); David Jones, *California's Freeway Era in Historical Perspective* (1989); Division of Highways bi-monthly magazine, *California Highways and Public Works* entire collection, 1924 – 1967, <http://libraryarchives.metro.net/DPGTL/Californiahighways/>; 105 Freeway "In Our Path," <https://inourpath.com/intro.html>; USC Digital Library; Gilbert Estrada, "An 'evil system?': Planning for Environmental Health in America's mobile and most polluted metropolis, 1959 to the present," dissertation, University of Southern California: <http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll127/id/629726>

## Week 5 The Urban Freeway – Yesterday

Mon., Feb. 18

**\* No School \* Holiday \* No School \* Holiday \* No School \***

Mon., Feb. 18

Wed. Feb. 20

In class: Lecture: Freeway of Dreams – Freeway Plans that never came to be  
Lecture: The 710 Freeway, The 105 Freeway, and Caltrans Hates Freeways

### **REQUIRED READING AND VIDEOS AT HOME:**

CHANGING LANES: Di Mento & Ellis, Chapter 5 & Chapter 6

MAP: Metropolitan Transportation Engineering Board, "Master Plan of Freeways and Expressways," 1958. @ Moodle

REPORT: California Highway Public Works @ Moodle

## Week 6

## The Urban Freeway – Today and Tomorrow

Mon., Feb. 25

In class: The Future of the Freeway. Do Freeways work?

### **REQUIRED READING AND VIDEOS AT HOME:**





Wed., Feb. 27

**REQUIRED READING AND VIDEOS AT HOME:**

WEB ARTICLE: Southern California Public Radio—KPCC, “405 traffic: A little slower after \$1 billion upgrade,”

<https://www.scpr.org/blogs/economy/2014/10/10/17413/405-traffic-a-little-slower-after-1-billion-upgrad/>

WEB ARTICLE: Southern California Public Radio—KPCC, “Stuck in gridlock: Why 405 expansion didn’t reduce rush hour delay,”

<https://www.scpr.org/news/2015/06/04/52176/stuck-in-gridlock-why-405-expansion-didn-t-reduce/>

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**PART 2: Transportation and Freeway Impacts**

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**Week 7 Environmental Justice & Goods Movement: Airports, Seaports, & Mobile Sources**

Mon., March 4

In class: Lecture: East L.A. Interchange & The 710 Long Beach Freeway

**REQUIRED READING AND VIDEOS AT HOME:**

DISSERTATION EXCERPT: Gilbert Estrada, “An ‘evil system?’: Planning for Environmental Health in America’s mobile and most polluted metropolis, 1959 to the present,” 219-241.

ARTICLE: Gilbert Estrada, “Brief History of the Ports of Los Angeles and Long Beach,” KCET, <https://www.kcet.org/shows/departures/brief-history-of-the-ports-of-los-angeles-and-long-beach>



Wed., March 6

In class: Continue from Monday

**REQUIRED READING AND VIDEOS AT HOME:**

ARTICLE: Gilbert Estrada, “The 710 Long Beach Freeway: A History of America’s Most Important Freeway,” KCET,

<https://www.kcet.org/shows/departures/the-710-long-beach-freeway-a-history-of-americas-most-important-freeway>



March 11 - 15 * No School * Spring Break * No School * Spring Break * No School * March 11 - 15
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**Week 8 Transportation Impacts: Pollution, Gentrification, and Destruction**

Mon., March 18

In class: Pollution, Gentrification, Community Destruction, Obesity, Food Deserts

**REQUIRED READING AND VIDEOS AT HOME:**

BOOK EXCERPT: David Brodsky, *L.A. Freeway: An Appreciative Essay*, 1981

In class: *East LA Interchange*, documentary, excerpt

**REQUIRED READING AND VIDEOS AT HOME:**

ARTICLE: “The Historical Roots of Gentrification in Boyle Heights,” KCET,

<https://www.kcet.org/shows/city-rising/the-historical-roots-of-gentrification-in-boyle-heights>



Wed., March 20

**RECOMMENDED:** James Howard Kunstler, *The Geography of Nowhere: The Rise and Decline of America’s Man-*

## Week 9 Transportation Impacts: Sprawl, Bowling Alone, Parking, & Exam 1

Mon., March 25

**Exam 1 \* Exam 1 \* Exam 1 \* Exam 1 Exam 1 \***

Mon., March 25

Wed., March 27

In class: Youtube Video: The High Cost of free parking  
[https://www.youtube.com/watch?v=Akm7ik-H\\_7U](https://www.youtube.com/watch?v=Akm7ik-H_7U)

### **REQUIRED READING AND VIDEOS AT HOME:**

ARTICLE: “Bowling Alone: America’s Declining Social Capital,” *Journal of Democracy*, Jan. 1995, and Commentary, Pg. 1 – 18.

ARTICLE: “Bowling Alone: The Collapse and Revival of American Community, by Robert D. Putnam,” Review by Melissa Harraka.

BOOK EXCERPT: Donald Shoup, *The High Cost of Free Parking*, Chapter 1: The Twenty-first Century Parking Problem” @ Moodle.

ARTICLE: “Free Parking Comes at a Price,” *New York Times*, 2010.

WALKABLE CITIES, JEFF SPECK: Part IV. Get the Parking Right.

**RECOMMENDED:** Donald Shoup, *The High Cost of Free Parking* ( 2011)

### **PART 3: Solutions**

## Week 10

## TODS, Bikes, & Pedestrian Movements

Mon., April 1

In class: Group activities and guest speaker

### **REQUIRED READING AND VIDEOS AT HOME:**

WALKABLE CITIES, JEFF SPECK: Part I. Sell Walkability; Part II. Mix the Uses; Part IV. Get the Parking Right.

Wed., April 3

In class:

### **REQUIRED READING AND VIDEOS AT HOME:**

WALKABLE CITIES, JEFF SPECK: Part VI. Escape Automobility; Part VII. Start With Safety; Part VIII. Optimize Your Driving Network.

**RECOMMENDED:** Duany, Plater-Zyberk, and Speck, *Suburban Nation: The Rise of Sprawl and the Decline of the American Dream* (2000).

## Week 11

## Bikes, Pedestrian Movements, & Green Communities

Mon., April 8

In class: Lecture: “How Europe changes America and America changed the world”

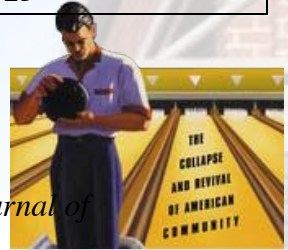
### **REQUIRED READING AND VIDEOS AT HOME:**

WALKABLE CITIES, JEFF SPECK: Part X. Right-Size the Lanes; Part XI. Sell Cycling; Part XII. Build Your bike Network; Part XIII. Park on Street.

ARTICLE: *Los Angeles Times*, “L.A. faces skyrocketing costs for lawsuits over bike crashes,” February 3, 2018.

Wed., April 10

In class: Continue from Mon.





## **REQUIRED READING AND VIDEOS AT HOME:**

ARTICLE: *Los Angeles Times*, “Transit-oriented development? More like transit rider displacement.” February 20, 2018.

WALKABLE CITIES, JEFF SPECK: Part XIV. Focus on Geometry; Part XV. Focus on Intersections; Part XVI. Make Sidewalks Right.

### **Week 12      Green Transportation Corridors: Mix Use & Dense Communities**

Mon., April 15

In class:

#### **REQUIRED READING AND VIDEOS AT HOME:**

WALKABLE CITIES, JEFF SPECK: Part XVII. Make Comfortable Spaces; Part XVIII. Make Interesting Places; Part XIX. Do It Now.

Wed., April 17

In class:

#### **REQUIRED READING AND VIDEOS AT HOME:**

### **Week 13      Future: Rideshare, Ecar, Electric Vehicles**

Mon., April 22

In class:



#### **REQUIRED READING AND VIDEOS AT HOME:**

ARTICLE: *Washington Post*, Services like Uberpool are making traffic worse, study says,” July 25, 2018

ARTICLE: Streetblog USA, “Study: Uber and Lyft are Increasing Traffic Deaths,”  
<https://usa.streetsblog.org/2018/10/24/study-uber-and-lyft-are-increasing-traffic-deaths/>

Wed., April 24

In class: Lecture and Possible Student Presentation

### **Week 14      Student Presentations**

Mon., April 29

Wed. No class

### **Week 15      Student Presentations**

Mon., May 6

**\*\* Congratulations.**

**You finished Hist UEP 210: Transportation History and Policy \*\***





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