RETHINKING THE ROLE OF CARS IN THE CITY

LEARNING GOALS

- To understand the impacts (social, environmental, health, etc.) of car-centered urban areas.
- To think critically about the relationship between urban design and sustainability.
- To practice drawing connections between local challenges and global contexts and best practices.

ASSIGNMENT

Estimated Time: ~23 min
- Watch "Superblocks: How Barcelona Is Taking City Streets Back from Cars" (5:30)
- Read "As the Nation Turns, Hawaii is Still Driven" (~10 min)
- Read "How Honolulu Lost Its Top Ranking For The Nation's Worst Traffic" (~7 min)

TERMINOLOGY

- **Superilles ("Superblocks")** - an urban design experiment in Barcelona to reduce car traffic and make streets more people-friendly.
- **Streetscape** - The visual elements of a street, including the road, adjoining buildings, street furniture, trees and open spaces, etc, that combine to form the street's character.
- **Urbanization** - the increase over time in the population of cities in relation to rural areas
- **Zoning** - the process of dividing land in a municipality into zones in which certain land uses are permitted or prohibited. Two zoning categories include:
  - ◊ **Residential** - areas zoned as "residential" are only allowed to be used for housing.
  - ◊ **Commercial** - areas zoned as "commercial" are only allowed to be used for business, including offices, hotels, shopping centers, etc.

KAHOOT QUIZ

- Go to Kahoot.it or use the Kahoot mobile app and enter the pin 0143352
- Or, use this link

DISCUSSION QUESTIONS

- What are the pros and cons of a city designed for cars?
- What did Barcelona do to reduce congestion in the city?

Your feedback is important! Please share your thoughts with PAAC via this short survey.

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DISCUSSION QUESTIONS (continued)

- Have you ever been in a streetscape (in Hawaii or abroad) that was pedestrian-only (no cars)? What was it like? Share your experience with others, or show them via google maps.
- The video ended with a quote saying, "the model whereby every city resident comes with a car and drives a car everywhere…limits the health and growth of the city." Why is that?
- According to the article, what factors increase the number of cars in Honolulu?
- What could Hawaii do (or is doing) to make cities and towns more people-centered (as opposed to car-centered?)
- How does urban design relate to the sustainability of a city? (social, economic, environmental, individual)

IDEAS FOR ACTION

Easier
- Help to reduce the number of cars on the road: Walk, ride your bike, take public transport, or car-pool to school and other places more often
- Educate yourself: do more research on urban planning, urban sprawl, transit-oriented development, and other important topics in the field

Medium
- Walk around your neighborhood and take pictures of areas that you think are not people-friendly or are designed for cars, not people. Create a catalogue of what's wrong and what you'd like to see change. Write to your city council or state legislators about what you think should be changed and why it matters to you.
- Spread awareness about the link between urban design and sustainability: do a class presentation
- Educate: hold a forum or invite a guest speaker in the field of urban planning.
    ◊ Ideas on where to find guest speakers: UH Department of Urban and Regional Planning or contact PAAC.

Hard
- Policy advocacy: research bills in the city council and state legislature related to urban planning. Write and submit testimony.

ADDITIONAL RESOURCES

- Will we ever get a truly car-free city?
  An article by The Guardian on various car-free measures implemented in cities throughout Europe, Asia, and Latin America. The article also addresses the environmental and health benefits of "car-free cities."
- The World's Top Cities for People and the Planet
  An article and interactive graphic from National Geographic ranking 100 of the world's most sustainable cities. Criteria used to rank cities include cities' transport infrastructure and livability.

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ADDITIONAL RESOURCES (continued)

- **Cities are banning cars around the world**
  An article by Business Insider briefly explaining thirteen cities' approach to urban planning and their respective contributions to the "car-free movement."
- **What the Nordic nations can teach us about liveable cities**
  An article by BBC on the benefits and drawbacks of Scandinavia's urban planning and design, particularly with regard to the sustainability and transportation of cities.
- **Why cities like San Francisco and New York City are banning cars from certain streets**
  An article by Vox on how American cities are introducing new forms of short-term transportation, such as electric scooters, in hopes of limiting residents' use of cars and reducing traffic congestion.
- **Lyft sketches a future for city streets with fewer cars**
  An article by KITV4 News on Lyft's recent studies on how major cities throughout the United States, such as Chicago and New York City, can promote multimodal forms of transportation.
- **City & County of Honolulu - Complete Streets Program**
  See what Honolulu is doing to make its streets safer and more accessible for all modes of transportation, not just cars.
- **Can Setting Out Tables, Painting Street Murals Transform Honolulu's Neighborhoods?**
  An article by the Honolulu Civil Beat on the use of "tactical urbanism" in Hawaii, and the movement's origins throughout the mainland United States.
- **With Tourists Gone, City Will Open Kalakaua to Bikers and Pedestrians**
  An article by the Honolulu Civil Beat on how the Covid-19 pandemic has promoted the "slow streets" initiative in Honolulu, as well as other cities such as Oakland and Seattle, as a result of decreased car traffic.
- **Jeff Speck: Making Honolulu More Walkable And Livable**
  An interview between the Honolulu Civil Beat and city planner Jeff Speck regarding Honolulu's Biki bike share program and potential solutions helping Hawaii lessen its dependency on cars.

HAWAII DOE SUBJECT STANDARDS LINKS (High School)

Hawaii Core Standards for Social Studies (HCSSS)
- Content Standard SS.WH.8.12.1
- Content Standard SS.US.3.15.1
- Content Standard SS.US.12.16.2
- Content Standard SS.MHH.4.9.1
- Action Projects link to SS.PID.5.7.1

National Health Education Standards
- NHES.1.12.3
- NHES.1.12.5
- NHES.2.12.6
- NHES.2.12.8
- NHES.2.12.10
- Action Projects could link to NHES.3.12.3

This lesson was developed with help from Megan Tagami.