



**Bicycle Transportation**

PPPM 4/538 - SPRING 2020 (CRN 35248 / 35269)

Course Day and Time: T/TH 2:00 - 3:50PM

Location: on-line!!!

<p><b>Instructor: Marc Schlossberg</b>  <a href="mailto:schlossb@uoregon.edu">schlossb@uoregon.edu</a>  Office Hours: M 2:30-4:30; W 10-11:30  marcschlossberg.youcanbook.me  Zoom video link will be sent upon booking</p>	<p><b>GE: Catherine Rohan</b>  crohan@uoregon.edu  Office hours: TBD</p>
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**Special Note**

We are in unique and uncharted times, attempting to take and to teach a class during a global pandemic where our daily routines and stresses are ever changing. In this regard, everything is new for everyone. As instructors, we are doing our best to make this class as meaningful and interesting as possible, including finding ways to incorporate our current crises into the discussions about designing cities so that more people can bike more of the time. But this is new for us as well, and the class GE (Catherine) is also dealing with her own classes changing shape. For students, we understand that you did not sign up for a class that has material presented largely on-line and that you are also adjusting to ever changing daily realities. We are passionate about the potential of cities based on bicycle transportation meet all kinds of social and environmental challenges and we will bring that spirit to this class even as we figure out the best way to do that. It will be important for all of us to be flexible, adaptable, and respectful as we share what is working well and ideas for how to do things better. While we hope this syllabus (and the accompanying schedule on Canvas) will be perfect in all respects, we know we will likely need to make adjustments along the way so please consider this document as a 'best guess' guide for the term and otherwise follow updates via the Canvas syllabus. We also know that many will have heightened levels of anxiety during this term, so if you feel yourself getting too anxious to function, please do reach out to us and we will do what we can to help.

**Purpose of the course and Course Description**

The purpose of this course is to give students the opportunity to explore the various elements involved in planning and advocating for increased utilization of bicycles as a form of urban transportation. The focus will be on three main areas: 1) Policy and planning; 2) design, safety, and legal issues; and 3) social change. The class will consist of a combination of teaching and learning approaches, including the use of lectures, guest lectures by practitioners (hopefully), whole-class and small-group on-going discussion threads, and potentially an applied project with the City of Coburg.



I have five learning goals for you in this class:

1. To leave with a passion for bicycle transportation issues
2. To be able to assess any street for its bicycle-friendliness and identify opportunities for improvement
3. To see yourself as an active community change agent, now or in the future
4. To develop experience and comfort in collaborative teams and doing so virtually
5. To engage theory and idealism with practical limitations of practice via an applied project

**Important Caution:** You will be expected to be active learners and participants. I assume that the reason you are here is to learn and it is my belief that the best way for you to learn is for you to push yourself into thinking in new ways. I see my role, then, as a facilitator in your learning process, guiding you through ideas and concepts that may be new to you, but with the expectation that you will grab the concepts and run with them. That is, I'm not expecting you to regurgitate facts and definitions back to me. I want you to think and actively interact with me and other students.

## SCYP

This class is likely going to work on applied projects with the City of Coburg (Oregon) as part of the Sustainable City Year Program (SCYP). Each year, 25-35 UO courses work with a single Oregon community on community-defined projects and challenges. Students are asked to bring their normal level of ideas and innovation and passion to help solve real issues. This course has been part of SCYP for much of the last decade and students, just like you, have come up with design and policy ideas that have been adopted and implemented in cities across the State. So you can, too! This year's SCYP partner is the Lane Transit District (LTD) and LTD's interest in Coburg is really to look at multi-modal transportation options in that area. Bus service is limited, so might there be opportunities for enhanced bicycle utilization to meet our community's climate, health, and economic goals? That's what you get to figure out and share with actual city officials and other community stakeholders.

## Class Delivery

There are two main parts of this class: lecture sessions and discussions and each will have its own approach. The approaches described below may change throughout the term if it seems like different approaches are necessary. All of us are learning new ways to teach and new ways to engage as students, so as we collectively learn what works and what does not.

**Lecture Sessions:** Lectures will be conducted via Zoom during our scheduled class period. For those who can attend 'live', please do so. We have a relatively small class so you will also be able to ask questions and make thoughtful comments via the chat box that will accompany the Zoom interface or by signaling your intent to ask a question by using a 'wave hand' tool that is standard on Zoom. For those who cannot participate live, a recording of the session will be available for later viewing (It may take a few hours for that recording, including all chat comments, to be available.) When we have guest speakers, the same format will be taken. Links to the video call will be available through the Canvas syllabus. Note that each class period has its own unique conference call link.

**Discussions:** Discussion will happen in three ways:

1. Asking questions by video or chat during main class presentations are entirely welcomed and can help direct class content and interests into good directions, so if you are participating live, absolutely feel free to ask questions and offer comments/experiences.

2. There will be weekly discussion prompts available on Canvas (in Discussions) that you will be required to participate in. This will be a good way to explore some interesting topics with your colleagues and offer a chance to bring in your own experiences or your own resources you find on-line that help contribute to the discussion. It is essential that these are respectful discussions and that any disagreements focus on the point being made and not the person making it. We want to encourage participation and therefore being respectful makes it better for everyone. It is also important to recognize that sometimes we may offer comments that do not come out as nicely as we may have intended and that it is part of our collective learning to sometimes ‘fail’ in that regard and then get better. The more we can be helpful with one another in this regard, the better.
3. Students will be placed into groups of three or four and you are to ‘meet’ with video weekly to also discuss the discussion prompts. In this smaller group and with video, you will be better able to connect with actual humans and continue to discuss the topic, including drawing from any points you found interesting in the class-wide discussion thread. Each week, a rotating member of the group will write up a short summary (1-2 paragraphs) of your group’s discussion and share it with Catherine or Marc. You are on your own to choose which visual meeting platform you want to use, although we will show you Canvas Recordings and Zoom as two options that are available to you. We will also be soliciting some information from you to help put you into groups, including finding out what your video capabilities and time zones are.

### **Video Conference Protocol**

You will be using a lot of video conferencing for meetings in this class, other classes, office hours, and other professional-type contacts. There are a few good rules to follow:

- Mute yourself in the class-wide lecture classes (so that everyone else doesn’t hear the barking dog or you tapping on your keyboard);
- Let’s start with webcams on and see how the internet works for all of us – it’s nice to be able to see each other. That said, remember that your webcam is on and others can see you. You can always turn your webcam off temporarily if you don’t want others to see you or if your internet connection works better.
- In some programs, there is a way to ‘raise your hand’ if you have a question – usually there is an icon of a hand or something
- Often there will also be a chat box open where you can ask questions, make thoughtful comments, or let presenters know if there is a technical glitch going on. These chat conversations are public, so it is important to be respectful and on topic.

### **Course Schedule** (some changes may occur based on schedules of invited guest speakers)

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
<b>WEEK 1: Introduction &amp; Scope</b>		
3/31	Introduction	
4/2	Scope of Bicycle Planning I	<b><i>Student Survey Due</i></b>
<b>WEEK 2: Scope &amp; Discussion</b>		
4/7	Responses to Discussion Thread	
4/9	Scope of Bicycle Planning II	
<b>WEEK 3: SCYP &amp; Discussion</b>		

Date	Topic	Assignment
4/14	Responses to Discussion Thread	<b>Observation Assignment Due</b>
4/16	Jeff Kernen (Coburg) / Jennifer Zankowski (LTD)	
<b>WEEK 4: Transportation Planning, Rise of the Automobile, &amp; Discussion</b>		
4/21	Responses to Discussion Thread	
4/23	Transportation Planning & Rise of the Automobile	
<b>WEEK 5: European Lessons &amp; Discussion</b>		
4/28	Responses to Discussion Thread & Group Updates on Project	
4/30	European Lessons	
<b>WEEK 6: Bicycle Planning, Policy, Design &amp; Discussion</b>		
5/5	Responses to Discussion Thread	<b>Tactical Urbanism Plan Due</b>
5/7	Bicycle Planning, Policy, Design	
<b>WEEK 7: New Mobility and Group Project Updates</b>		
5/12	Responses to Discussion Thread & Group Updates on Project	(Invite Jeff & Jennifer?)
5/14	Transportation Disruption: AVs, TNCs, & Micromobility	
<b>WEEK 8: Social Change, Tactical Urbanism, &amp; Discussion</b>		
5/19	Responses to Discussion Thread	
5/21	Social Change, Tactical Urbanism, & Joyride	<b>Book Report Due. Can be turned in early!</b>
<b>WEEK 9: Catch Up</b>		
5/26	<b>AMA – what else do you want to know?</b>	
5/28	Group Work	
<b>WEEK 10: Wrap Up</b>		
6/2	Group Project Check In / Work Time	
6/4	Group Project Check In / Work Time	
<b>FINAL PRESENTATION</b>		
6/11	<b>12:30 via Zoom! (Tentative day and time)</b>	

### Student Assessment

Discussion Thread – Whole Group	15%
Discussion Thread – Small Group	15%
'Observation' Assignment	15%
Tactical Urbanism Plan	15%
Joyride book report	10%
Final project	30%

### Readings

There are two types of readings: a book and articles.

- Required Book (not available at the UO Bookstore): Joyride: Pedaling Toward a Healthier Planet by Mia Birk.
- "Course pack" available on-line through Canvas.

These readings are awesome! So, in general, you should start your reading for the main points and themes rather than specific facts, but you may find yourself reading more because the material is so interesting. Use what you learn in the discussion threads. We generally do not cover the readings specifically during the 'lectures', but you are welcome to bring them in as you see fit. There are no quizzes on the readings either – they exist because you voluntarily decided to go to college and learn interesting things so enjoy these interesting readings!

## Assignments

My expectations for all written work are:

1. Documents that are well written, well documented, avoid slang, are professionally toned without handwritten edits, have integrated graphics, spelling my name right if you choose to include it (you don't), and meeting the substantive requirements; and
2. Documents are of a tone, quality, thoughtfulness, and seriousness that could be given to a Mayor or transportation planner/engineer to influence decisions. (If you have no idea what any of this means, ask.)

**Discussion Thread Whole Group** - By each Monday (Tuesday the first week) an item for discussion will be placed in the 'Discussions' thread of Canvas. By the end of Friday, you should participate at least once in responding to that thread or to a comment made by someone else in class. In these threads, you can contribute insights that you already have or links to other resources you find interesting. We are hoping these are interesting discussions that can take place and that there will be learning by understanding what your peers think about the topics we cover. These will be graded.

**Discussion Thread Small Group** - You will be placed into a small group of 3-4 students and will be asked to meet' virtually and also discuss the topic of the week, perhaps building off of what you've read in the larger thread or using your discussion to contribute to the larger thread. It will be up to each group to identify a time to meet virtually (with cameras if available). This is a good way to talk about the material and also have some more human-like contact with others in class, hopefully. Each week, a different member of your group should write up a 1-2 paragraph summary of your conversation and submit it via Canvas (probably) by the end of Friday.

**The Observation Assignment** will be a report you create based on observing the use of street and parking space in your community. It is intended for you to be more aware of just how much public and private land is dedicated to the movement and storage of private automobiles. The observation will be done using aerial photos via Google Maps or Bing Maps plus a street view from either program. A demonstration of how to use these tools, if new to you, will be conducted during class.

The assignment can be turned in as a written memo (up to two pages), an infographic, a short documentary video, a digital animation, or other possible approach that communicates your observations and insights clearly. Feel free to ask the instructor if you have a different idea. *Pretend that your audience for this report is a member of the City Council who is looking to make some new transportation policy decisions. Showcase your work in a way that communicates your observations and thoughts so that you will be taken seriously. Avoid jargon and casual language.*

Your work should synthesize and present your data in an easy to understand format and include a narrative that explains the data and the larger observations. Your description should include the physical characteristics of the area – land uses, what the stretch of road or intersection connects to, and basic time of day (best guess) and weather (best guess) types of facts.

If writing a paper:

- a. Your final paper should not exceed 2 well-formatted single-spaced pages. Margins should be at least 1" on each side. Font size should be 11 or 12-point. Captions on images or tables or charts can be 9, 10, or 11 points. Including color pictures is required (they count as part of your 2 pages). Sometimes including an annotated map or aerial photograph to show where you observed in a larger spatial context may be helpful, but be sure that there is an actual benefit to including such an image because it takes up a lot of space – use that space or image wisely. Full attention should be given to writing a clear, professional, well-formatted report

If making an infographic:

- b. You can make something up to 11x17

If making a video:

- c. Try making it 3-5 minutes in length, using a combination of text on screen or voice-overs to communicate your message.

**The Tactical Urbanism Plan** will be a plan of action you create around a specific (bike related) tactical urbanism project of your choice. You can decide if this will be carried out with official permission from city officials or something that would be done without permission. The idea is that you will be able to hand your plan off to anyone (official or unofficial) and they can implement it. This means your plan needs to be place specific (not necessarily Eugene, could be Coburg?), have an overarching timeline, materials list, budget, implementation schedule, list of groups that can help with implementation, maybe a public knowledge piece, perhaps baseline data collection, etc. The more detailed the better! You also need to identify your broader goals for the community and how your project will address them (why are you proposing what you are, where you are?). We also ask that you dig around to see if the community has a bike or active transportation plan and explain how your project aligns (or not) with those plans.

Feel free to browse around online to get inspiration from other tactical urbanism projects, looking for examples can spark inspiration too! Pictures and examples of similar projects can help people visualize your plan and lend support to your idea.

Your final plan should be no more than 5 well-formatted single-space pages, including photos. Make it look exciting and important because the project you want done should be both exciting and important! Margins should be at least 1" on each side. Font size should be 11 or 12-point. Captions on images or tables or charts can be 9, 10, or 11 points.

**For the book report** assignment on Joyride, please respond to the following:

1. Having a great idea or vision of how the world should be is one thing, getting that vision put into practice is another. Using at least three examples you found most interesting or compelling, describe how Mia Birk translated an idea for more biking in Portland to reality.
2. Reflect on larger insights, lessons learned, and/or questions that the book brought up for you.

Your final paper should not exceed 4 double spaced pages or 2 well formatted single-spaced papers. Margins should be at least 1" on each side. Font size should be 11 or 12-point. Captions on images or tables or charts can be 9, 10, or 11 points. The book was not pre-ordered at the UO Bookstore – you

must find it through other bookstore options. There are many used copies available on-line for a penny plus \$4 for shipping. (And double check that you spell her name right.)

**The Group Report and Presentation** will come from a group project looking at bicycle transportation issues in Coburg, Oregon. We will schedule specific group check-ins to monitor progress and give feedback, but you are expected to use considerable additional outside-of class time to put together a presentation and report that reflects your group’s plan. The report should be highly visible, including photographs of specific locations, maps, and other visual ways of communicating your plan. **We will check in during the term to figure this part out as we’ve never done group projects with a local community entirely in a virtual environment.**

### Adobe Creative Suite for Students

Follow the instructions here – it might be free for you:

<https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=85434>

### Grading

- Assignments can be turned in early.
- Inform your instructor as early as possible if you are facing a delay for some reason.
- Submit papers via Canvas. Please try not do email assignments.

### Grading Scale and Explanation

98-100	A+
93-98	A
90-92	A-

87-89	B+
83-86	B
80-82	B-

77-79	C+
73-76	C
70-72	C-

67-69	D+
63-66	D
60-62	D-

<60	F





## **Course Policies**

### **Missed Class Policy**

If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes are not available. Some course slides may be made available on-line, but not always.

### **Academic Misconduct**

You are expected at all times to do your own work. Copying or obtaining others' work will result in you failing the class. Cheating on exams will result in a failing grade for the entire course. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on exams. If you are caught cheating and it is your 2<sup>nd</sup> offense (or more) during your time as a student, the instructor WILL ensure that you are expelled from the University and that none of your credits will transfer to another institution.

### **Discrimination**

All students are expected to adhere to University of Oregon policies related to discrimination based upon ethnicity, gender, and sexual orientation.

### **Documented Disability**

If you have a documented disability and anticipate needing accommodations in the course, please let me know early in the term. You should also contact Disabilities Services at 541-346-1155.

### **Other Resources**

There are resources on campus to help with study habits, time management, stress and other things that may be negatively impacting your ability to be successful in school. If you feel like you need some help, please contact the instructor or the GE for help in identifying the appropriate campus resources. We want you to take advantage of being in college and we are happy to help you or connect you with others if we can.

### **Coronavirus or Other Significant Disruption**

New university policies or changes to course delivery, attendance, or grading may arise due to the evolving nature of the global pandemic.