



UNIVERSITY OF
OREGON

School of Planning, Public
Policy and Management



Bicycle Transportation

PPPM 4/538 - SPRING 2023 (CRN 36199 / 36207)

Course Day and Time: M/W 2:15 - 3:45PM

Location: 276 ED

Instructor: Marc Schlossberg

schlossb@uoregon.edu

Office Hours: TBD

247B Hendricks Hall

Sign up: marcschlossberg.youcanbook.me

In person or on Zoom (link will be sent upon booking)

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 going to work on applied projects with the City of Sisters (Oregon) as part of the Sustainable City Year Program (SCYP). Each year, 10-35 UO courses work with one or two Oregon communities 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. You can, too!

This year's SCYP partner is Sisters and this city just east of the Cascades is really to improve in a few key areas: enhancing its quieter streets for cycling and better connecting the city to many outdoor amenities of the region by bike. A longer list of possible project areas are below and you will get a chance to express preferences, though all project areas are useful, meaningful, and a great learning opportunity. Exactly how to do the work, as well as help support cultural change through events and marketing, are what you get to figure out and share with actual city officials and other community stakeholders. You have a real opportunity to impact a real community, so your hard work and brilliance will be needed. And for those graduating after this term – congratulations in advance! – your work on this applied project can be part of your professional portfolio as you figure out what comes next.

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.

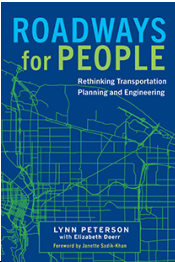
Lecture Sessions: Lectures will be a combination of content delivery and collective, discussion-based exploration of material. Because redesigning cities for cycling has both a technical aspect (street design) and cultural aspect (changing the status quo),

Discussions: Discussion will happen in three ways:

1. Asking questions during main class presentations are entirely welcomed and can help direct class content and interests into good directions, so 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 classmates 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 weekly to also discuss the discussion prompts. In this smaller group you will be better able to connect 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 Marc via Canvas. You are on your own to choose how you meet (in person

or video). I will also be soliciting some information from you to help put you into groups.

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

Date	Topic	Assignment
WEEK 1: Introduction & Scope		
3-Apr	Introduction	
5-Apr	Scope of Bicycle Planning	Student Survey Due April 7
WEEK 2: Scope, SCYP & Discussion		
10-Apr	Guest: Lynn Peterson (Council President Portland Metro, former Director Washington DOT, author: <u>ROADWAYS FOR PEOPLE</u> Rethinking Transportation Planning and Engineering, and more)	 (not an assignment, just the book cover of our guest)
12-Apr	<i>Sisters Project Introduction</i> (?); SCYP and Scope of Bicycle Planning	
WEEK 3: Learning and Applying Dutch Principles		
17-Apr	Bicycle Transport: A Dutch Perspective; Guest: Ronald Tamse, Utrecht Traffic Engineer	
19-Apr	Design elements from CPH; Exercise - redesigning Franklin and intersecting streets? (Ronald Tamse present)	
FRIDAY, 4/21 TENTATIVE: SITE VISIT TO SISTERS, ALL DAY (exact times TBD)		
WEEK 4: Enhancing Sisters		
24-Apr	Sisters Reflections and possible redesigns (Ronald Tamse present)	
26-Apr	TBD (Ronald Tamse present)	
WEEK 5: Transportation Planning, Rise of the Automobile, & Discussion		
1-May	Transportation Planning, Rise of the Automobile	
3-May	Transportation Planning, Rise of the Automobile	
WEEK 6: Bicycle Planning, Policy, Design & Discussion		
8-May	Bicycle Planning, Policy, Design	
10-May	Bicycle Planning, Policy, Design	
WEEK 7: Joyride & Group Project Updates		
15-May	Group updates	

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 professional to influence decisions. (If you have no idea what any of this means, ask.)

Discussion Thread Whole Group - By each Monday (Wednesday 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. I am hoping these are interesting discussions and that there will be learning by understanding what your peers think about the topics covered. These will be graded for credit.

Discussion Thread Small Group - You will be placed into a small group of 3-4 students both for your term-long final project and also 'to meet' virtually and also discuss the topic of the week to the larger thread. It will be up to each group to identify a time to meet in-person or virtually. 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 by Sunday. The discussion prompts will exist for weeks 3-5 and your group's meeting time should continue thereafter to focus on your Sisters work.

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.) A PDF copy of the book can also be accessed via Canvas – this is not to share outside of class, but is a special cost-saving favor by the author.

The Group Report and Poster Presentation will come from a group project looking at bicycle transportation issues in Sisters, Oregon. There will be in-class 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.

Presentations will be in poster format and we will go over good poster design strategies in class. Note that the poster presentations will be at the end of week 9 and take place in Sisters, OR. Transport will be provided, as will some money for poster printing. I know that not everyone will be able to make it, but I highly encourage everyone to try their best to do so – presenting your ideas in a community setting with posters of your work is a huge learning opportunity and a significant method to have your ideas taken seriously by the community. It's also fun!

The report should be highly visible, including photographs of specific locations, maps, and other visual ways of communicating your plan. I will share examples of reports from previous years that you can use as a guide.

There are a ton of Sister resources for your use (plans, maps, GIS data, etc, here):

<https://sci.uoregon.edu/sustainable-city-year-program-sisters-0>

SCYP-Sisters: Bicycle Transportation Project Areas

The City of Sisters is a small town that attracts a lot of tourism given its location at the base of the Cascades and as a gateway to the high desert with amazing views of the Cascades. Sisters is looking at improving a variety of aspects of its bicycle infrastructure, including re-locating a bicycle hub to be more central, better connecting the city to popular outdoor hiking via bike (through wayfinding and route improvements), creating a network of slow street designs on lower volume roads to make them more comfortable for cycling, and more.



Here is a longer list of areas Sisters wants help with:

Washington street (south side)

- Make it a bike boulevard (but not like an engineer) – a better design would be great
 - Bike safety with primary use
 - Could be woonerf or something else
 - Could be Dutch cycle street design
 - Project is in capital improvement plan
 - Can look at Adams from North side
 - Look at whether there are good North-South options for cycle streets to create a network

Wayfinding – making cool signage to connect town with outdoor destinations

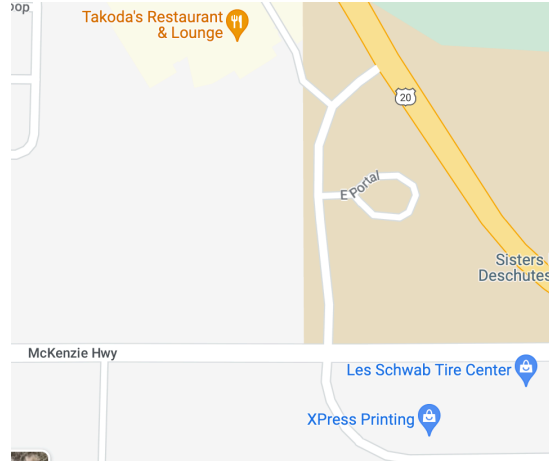
To Petersen ridge trail system and other trailheads, helping locals and tourists alike get to right spots (Mammoth, CA is a good example to learn from). The Sisters Trail Alliance might have some thoughts about this as well.

East portal mobility hub

With creation of this new hub area, what does it mean for:

- Park and 'ride'
- Access to town and access to outdoor destinations (wayfinding, street design)
- Bikeshare?
- Re-routing two 'Oregon Scenic Bikeways' to this location that currently connects to a different Sisters location (that can no longer handle the volume of use)

- Located here (triangle of highways, 242 to 20):



Bikeshare – can it work?

- Where does bike parking, stations, etc.

What does e-bikes mean in the Sisters context?

- Local users, infrastructure, off-street paths, parking, cargo-bike parking, tourism, events

Schools – any opportunities here?

- Seems ok with multi-use paths, but are there more opportunities to connect schools to neighborhoods to city center to recreation sites? If the schools became community activity hubs, are they easily accessible by bike for all ages? Are there opportunities to extend multi-use paths to reach more of the community or to segregate from faster-speed roads outside the urbanized area? Have a look.

Street transition from country to urban

Many roads that are used to access the outdoor playgrounds around Sisters are higher speeds that transition abruptly to low speeds in Sisters – are there better ways to design those transitions that work for all road users?

- 3 creeks snow park transition to south elm, from 55mph to 25 mph – how to deal with those transitions
- Sisters to smith rock route – county land, for example

Getting more biking and running events

- Others bring routes to them, but is there a way to be more systemic about it, starting and ending places and maybe some other options for routes?
- Opportunities for more tourism between November-April? (No need for any more events between May-October, or if so, what is required to make it work for residents and tourists alike?)

Other information:

- Pavement markings are really hard to upkeep in snow/ice (need to be out of plow traffic)
- Bike-friendly Speed humps are ok with snow clearing

- Possible Partners to talk about (we can organize contact as a class)
 - Sisters Trail Alliance – especially with signage
 - ODOT re:
 - Blazing Saddles – bike shop - destination marketing team

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) 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 2nd 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.

