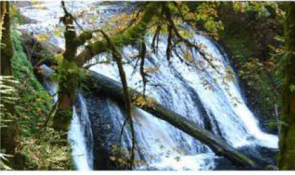




UNIVERSITY OF
OREGON

School of Planning, Public
Policy and Management



Instructor: Marc Schlossberg

schlossb@uoregon.edu

Office Hours: M 2-3:30 & by appt.

marcschlossberg.youcanbook.me

In person (247B Hendricks Hall) or Zoom

Bicycle Transportation

PPPM 4/538 - SPRING 2023 (CRN 34117 / 34135)

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

Location: 105 ESL

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 Salem (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 Salem and this city, just like almost every other one in the US, is really eager to improve in a few key areas: enhancing its quieter streets for cycling, better connecting neighborhoods to the rest of the city (and beyond), making busy car streets safe and comfortable for people on bike from all ages and abilities, enhancing placemaking and wayfinding with better signs that celebrate the city and give information to street users, developing marketing campaigns and/or public events that help residents enjoy their city and improve their relationship with cycling, and more. Exactly how to do the work 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 opportunities that arise)

Date	Topic	Assignment
WEEK 1: Introduction & Scope		
2-Apr	Introduction	
4-Apr	Scope of Bicycle Planning	<i>Student Survey Due</i>
WEEK 2: Scope, SCYP, & Solutions Basics		
9-Apr	SCYP overview & Scope of Bicycle Planning	
11-Apr	Solutions Basics: Busy Streets, Quiet Streets, & Filtering	
WEEK 3: City Status Quo		
16-Apr	Redesigning Franklin and intersecting streets	
18-Apr	TENTATIVE: SITE VISIT TO SALEM (Time TBD, but plan 12-6pm)	
WEEK 4: Salem & the Rise of the Automobile		
23-Apr	Salem Reflection & Discussion; Transportation Planning, Rise of the Automobile	
25-Apr	Transportation Planning, Rise of the Automobile	
WEEK 5: Visualization Tools		
30-Apr	Streetmix, 3D Street, and Aero	
2-May	Streetmix, 3D Street, and Aero	
WEEK 6: Bicycle Planning, Policy, Design & Project Work		
7-May	Bicycle Planning, Policy, Design	
9-May	Group project work	
WEEK 7: Joyride & Group Project Updates		
14-May	Group updates	
16-May	Joyride discussion; Disruptions, Social Change & Tactical Urbanism	<i>Book Report Due. Can be turned in early!</i>
WEEK 8: Week of Inspiration		
21-May	Flex topic day - what have we missed?	
23-May	Bicycle Transport: A Dutch Perspective; Guest: Ronald Tamse, Utrecht Traffic Planner	
WEEK 9: Catch Up		
28-May	Draft Poster and Design Reviews (w/ Ronald Tamse, too)	
30-May	GROUP POSTER PRESENTATIONS IN SALEM TIME TBD, BUT PLAN 12-7PM	

WEEK 10: Wrap Up		
4-Jun	Presentation reflection & next steps	
6-Jun	Class Wrap	
FINAL REPORT Due	June 12, 2:00pm - Upload to Canvas or email to instructor	
12-Jun	2:00pm - Upload to Canvas or email to instructor	

Student Assessment (Undergraduate)

Discussion Thread – Individual	20%
Discussion Thread – Small Group	15%
Joyride book report	15%
Final project	50%

Student Assessment (Graduate)

Discussion Thread – Individual	20%
Discussion Thread – Small Group	15%
Joyride book report	10%
Final project	40%
Annotated Bibliography	15%

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! **There are a ton of readings and other resources in the various Canvas Modules – browse them all and pay attention to anything that looks interesting and useful.**

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

Discussion Thread Whole Group – Each week there will be an item for discussion in the ‘Discussions’ thread of Canvas. Please participate at least once per week 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 to meet (in person or virtually) to 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 have some more human 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 Salem 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 Salem, 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 Salem, 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 Salem resources for your use (plans, maps, GIS data, etc, here):

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

Annotated Bibliography (graduate students only): find at least 12 sources related to some aspect of bicycle transportation or a related sub-discipline of transportation. For each source, type out a proper APA formatted bibliographic entry (consult a librarian or numerous print or on-line sources on how to do

this) and a short paragraph (3-5 sentences) describing the work. At least 6 sources must be from academic journals (using the TRIS database is a good starting place). The other sources could be from books, popular magazine articles, government reports, or reports produced by advocacy organizations. All the sources should hold together, and to demonstrate this fact, your annotated bibliography should start with a one page, single spaced, summary and integration of your sources. Single space the entire document, although include line breaks in between sources. Include a printout of the first page of each source or the page that includes the source abstract or Executive Summary. Compile these into a single PDF for submission.

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>

***** If you think you want to get into any Adobe product like Photoshop or Adobe Aero (3D Augmented Reality), you may want to set up a student account with Adobe, which charges \$20 per month for access to everything they have (this is a phenomenal price they give students). Downloading Adobe products to your own computer will make things faster compared to using the virtual lab. You can use actual computer labs on campus, of course, many of which have Adobe products loaded already. There may be limited funds to cover some of the costs if that is essential for you – I doubt there is enough funding for everyone and funding depends on the status of account balances on the potential sources of support. Talk with me if you are interested in this support.

***** If you want to make your own 3D scenes with the option of making them into augmented reality, please request access to Google Geospatial Beta for Adobe Aero **by filling out this form. Do this ASAP!** I will be teaching the whole class how to use Adobe Aero and some other visualization tools, though I don't expect everyone to become 3D scene makers. Some of you may want to get totally into it and use it for your group projects, so make this request ASAP.

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

Communicating with Me: How and Why

How will I communicate with you?

Our class will communicate through our Canvas site. Announcements and emails are archived there, automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications. I get in touch with individual students when needed through email.

How can you communicate with me?

If your question (or comment) is about course content or activities, about something personal, time



sensitive, a practical, yes/no one about an assignment, reading, or other component of our class or something else that doesn't feel like it fits above, please reach out to me by Canvas email, Canvas chat, regular email, or by attending office hours. I try to respond to questions within one business day; if I do not, please feel empowered to send me a reminder note as sometimes the volume of request overwhelm the time I have to respond and notes can fall through the cracks.

Office hour details

During office hours, students bring in a wide range of concerns, questions, and successes. We might talk through a specific concept or problem to clarify it, might think together about an issue a student is curious about that relates to the class, might discuss a student's post-graduation goals, might identify more supportive methods to study for a future exam or to begin a project, or any number of other topics. Some students have never been to an instructor's office hours—if that is you, please change that this term by attending! Feel free to come with a peer if that is useful for you.

Classroom Community Expectations (or "Classroom Behaviors")

All members of the class (both students and instructor) can expect to:

Participate and Contribute: All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others.

While all students should participate, participation is not just talking, and a range of participation activities support learning. Participation might look like speaking aloud in the full class and in small groups as well as submitting questions prior to class or engaging with Discussion posts.

We will establish more specific participation guidelines and criteria for contributions in our first weeks of the term.

Expect and Respect Diversity: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

Help Everyone Learn: Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Guidelines for using Canvas Discussion:

- Use subject lines that clearly communicate the content of your post
- Write concisely, and be aware that humor or sarcasm doesn't always translate in writing.
- Be supportive and considerate when replying to others' posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
- Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
- Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that

- corrects your error).
- Contribute and interact often!

Missed Class Policy

There is no class attendance policy in the large lecture portion of the class – you are adults and can choose what to do with your time. Refer to your Discussion Section syllabus for attendance policies during that portion of the class.

Lectures may be recorded and shared, though recoding and sharing of lectures is not guaranteed, so will not be a reliable way to make up any material you miss by not attending class. The best way to obtain missed material is to make a friend in class that would be willing to share notes.

Slides used in class will be posted to Canvas within a week after the class material was delivered.

Course Deadlines and Late Work

Assignments have due dates and failure to turn things in on time have penalties. Use Canvas to understand when assignments are due.

Make up Exams: Midterm Exam

If you cannot make the midterm exam, please let us know and we will do our best to make accommodations. Please let us know as early as you can, rather than after-the-fact. An alternative midterm date may be able to be negotiated; otherwise, the final exam weight will be increased by the amount of the midterm exam weight (final exam = 45% of grade).

Make up Exams: Final Exam

Students must take the final exam to receive a grade in the course. If you know you will have a conflict with the final exam time, please consult with the instructor as early as possible. Note that the midterm and final exam can be taken remotely – you will have a 24-hour period upon which to start the exam and then have a fixed amount of time to complete it. You may do this from anywhere on the globe as long as you have an internet connection and complete the exam during the 24-hour period that it is open.

Grading

Grades are assigned based on the following cumulative course scores:

A+	98-100		C+	77-79
A	93-97		C	73-76
A-	90-92		C-	70-72
B+	87-89		D	60-69
B	83-86		F	<60
B-	80-82			

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. Obviously, this is much harder to identify and enforce with a 100% remote class, as we are trusting in your honesty and your interest in learning and growing individually.

Generative Artificial Intelligence Use

Students can use GenAI tools in this class to help with course work and assignments. Helpful uses include brainstorming ideas, creating outlines, editing, and so forth. However, if you use a GenAI tool, you need to document your use, including the tool you use and when, where, and how in your work process you used it (for example: “I used ChatGPT to generate an outline for my paper, which I then revised before writing my first draft” or “I used slidesAI.io to create the slidedeck style for my presentation.” etc.). In certain cases, as part of your documentation, I may ask you to submit any GenAI results you obtained, so you need to keep GenAI-created drafts and logs of your interactions with GenAI tools; failure to provide such documentation may result in a grade reduction in certain instances. I will provide helpful resources for how best to use GenAI to support your learning process and work.

Along with documentation of your GenAI use, you are also required to cite GenAI if you use any GenAI-created content in your work submissions, for example text or images or graphics generated by GenAI tools. Please use standard [APA or MLA] citation guidelines for GenAI, as indicated here: [[MLA Style Center](#)] [[APA Style Blog](#)].

And please take note of this advice one of my daughters received from one of her professors: essays written by ChatGPT are boring; don't be boring.

University Policies

Access and Accommodations

The University of Oregon and I are dedicated to fostering inclusive, equitable, and accessible learning environments for all students. The Accessible Education Center (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for a variety of disabilities – apparent disabilities, such as a mobility or physical disability, or non-apparent disabilities, such as chronic illnesses or psychological disabilities. If you have or think you have a disability and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; uoaec@uoregon.edu) to discuss appropriate accommodations or support. The details of your disability will be kept confidential with the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

Accommodations for Religious Observances

The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the [Student Religious Accommodation Request fillable PDF form](#) and send it to me within the first weeks of the course so we can make arrangements in advance.

Your Wellbeing

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons

for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

[University Health Services](#) helps students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Basic Needs

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource page](#) for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support.

If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by [scheduling an appointment](#) with an advocate.

Respect for Diversity

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students' legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. You may also notify the [Home Department] at [contact information]. For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website](#) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website](#) or by phone (at 541-346-3479).

Reporting Obligations

I am a [designated reporter/assisting employee]. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at [UO's How to Get Support webpage](#).

I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect.](#)”

Academic Disruption due to Campus Emergency

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

Inclement Weather

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated as described on the Inclement Weather webpage.

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.