



Topics in Transportation: Bicycle Planning

PPPM 438 / 538, Spring 2005

University of Oregon

Tuesday/Thursday

Lecture: 2:00 – 3:20, Room #175 Lillis



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Office Hours: W 3-4:30 and by appointment (<i>you can sign up on my office door</i>)	
Blackboard Class Page: https://blackboard.uoregon.edu/	

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, in-class exercises, and out-of-class hands-on assignments.

- **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.

Student Assessment

	<u>PPPM438</u>	<u>PPPM538</u>
Thought papers	20%	20%
Field work report	20%	20%
Midterm Exam	20%	20%
Group presentation	20%	15%
Final group report	20%	15%
Individual Topic	----	10%

Thought papers are designed for you to try to understand your current thinking of a somewhat easily framed, but broad question. They are to be handed in at the end of class on the assigned days and will be considered late if not turned in then. You can turn them in early, too. Late papers will lose 10 points per day it is late. Papers should be no longer than 2 pages, double spaced, 11 point font. These papers may be used for in-class discussions so it is important to put a lot of thought and effort into them. *Anything that exceeds 2 pages will receive an automatic 10 point deduction and the excess writing will not be read.*

When grading short thought papers, I look for: clear topic sentences, use of examples to support your main points, consistency of your arguments, and the utilization of appropriate language (e.g. no jargon or slang). I prefer you write in third person – keep the focus on you topic, not the person making the point. To help you critique your own work, I suggest you to write an additional paragraph that is made up entirely of the first sentence of each of the preceding paragraphs – this will give you a good clue as to what your paper is arguing and how well it is articulated. Read this last paragraph, see if your paper makes sense based on it, and make changes as appropriate. Do not include this last paragraph in the document you turn in. If you need help in improving your writing, please talk to the folks at Academic Learning Services (541) 346-3226.



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The Field Work Report will be a report based on some bicycle count field work you will be assigned to do.

The Midterm Exam will include all material covered in assigned readings, class lectures, and guest speaker lectures. The exam will include a variety of types of questions including multiple choice, short answer, and essay questions.

The Group Report and Presentation will come from a group project re-designing the bicycle (and pedestrian) infrastructure through campus and in the greater campus area. A class period or two may be allocated for group members to work together and 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. Each group will present their ideas toward the end of the term.

There will be a group assessment form given to each person where you will have the opportunity to rate your group's effort as a whole, your individual effort, and the effort of the other group members. These evaluations, as well as the final product produced, will be key factors in determining individual grades for the group work.

PPPM538 Students: In addition to your group report, you will be responsible for presenting a 10-20 minute lecture or discussion on the topic of your choice (relevant to the class of course). This assignment allows you to get a bit more in depth on a topic of interest. An example of what you might want to share is: a bicycle plan from another city, an overview and discussion of legislation relevant to bicycle transportation, or a talk relating theory from another field to bicycle planning. The talk should be fairly limited in scope and of interest to the class as a whole. In addition to the presentation, you will need to turn in a 2-5 page paper giving an overview of the topic you've chosen. This assignment should not be equated to a typical research paper – it's quite a bit less. Nonetheless, you will need to engage the class as a whole and thus will need to understand your topic at some depth. Both the presentation and paper are due on: **May 26**.

Readings

All readings are available on-line through Blackboard.

- Go to: <http://blackboard.uoregon.edu/>
- Login
 - Username is your usual username plus the computer server
 - E.g. schlossb@darkwing
 - Password is your normal login password for e-mail
- Choose this class
- Click on Course Information
- Readings are grouped by lecture topic

In general, you should read for main points and themes rather than specific facts. When key terms or facts are present, however, you may want to make sure you understand what they mean. You will be responsible for keeping up with the readings and for understanding them without prodding from the instructor. Office hours are a good time to seek clarification of key concepts or just to discuss readings or other thoughts. I often DO NOT refer to readings directly in class – I, and your classmates, operate under



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the assumption that you are interested in the course material and will do the readings as assigned. Your familiarity with the readings will help make our in-class time a richer and more engaging experience. Finally –readings in addition to the ones listed below may be assigned directly through Blackboard.

Course Schedule

Date	Topic	Assignment
3/29	Introduction – Transportation and Bicycle Planning	<i>Write a two page (double spaced) paper answering the following question: Why don't more people get out of their cars and bike? Due 3/31</i>
Read:	<p>Bicycling: Pathway to the Future clarke.pdf (34839 Bytes) Clarke, Andy. (1999). "Bicycling: Pathway to the Future". Transportation Research Board Annual Conference; A3B07: Committee on Bicycling. 7 pages.</p> <p>New Directions for Bicycle and Pedestrian Planning Education in the US balsas1.pdf (188767 Bytes) Balsas, Carlos L. (2002). "New Directions for Bicycle and Pedestrian Planning Education in the US". Planning Practice & Research, Vol. 17, No. 1, pp. 91– 105.</p> <p>Sustainable Transportation Planning on College Campuses balsas2.pdf (209887 Bytes) Balsas, C. (2003) "Sustainable Transportation Planning on College Campuses", Transport Policy, 10(1):35-49.</p>	
3/31	Guest Speaker – Michael Ronkin, ODOT (Confirmed)	
Read:	<p>Oregon Bicycle and Pedestrian Plan http://www.odot.state.or.us/techserv/bikewalk/planimag/toc-imag.htm - Read section 1 - skim through the rest of the plan</p> <p>Appendix D: Oregon Transportation Plan Appendix D: Oregon Transportation Plan: Selected goals, policies & actions relating to bicycling & walking http://www.odot.state.or.us/techserv/bikewalk/plan_app/selecgpa.htm - skim</p>	
4/5	Scope of Bicycle Planning	
Read:	<p>Oregon Bicycle and Pedestrian Plan Oregon Bicycle and Pedestrian Plan http://www.odot.state.or.us/techserv/bikewalk/planimag/toc-imag.htm - Read section 2 as a starting place</p> <p>Improving Conditions for Bicycling and Walking: A Best Practices Report improvingconditions.pdf (5301783 Bytes) Rails to Trails Conservancy and the Association of Pedestrian and Bicycle Professionals. (1998). Improving Conditions for Bicycling and Walking: A Best Practices Report. Federal Highway Administration.</p>	



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	<p>http://www.walkinginfo.org/task_orders/to_5/intro.pdf - special emphasis on 24-28, but look through the rest - case studies like these are very informative.</p> <p>Bicycle Commuting and Facilities in Major U.S. Cities: If You Build Them, Commuters Will Use Them – Another Look dill.pdf (64570 Bytes) Dill, Jennifer and Theresa Carr. (2002) “Bicycle Commuting and Facilities in Major U.S. Cities: If You Build Them, Commuters Will Use Them – Another Look”. Presented at the Association of Collegiate Schools of Planning 44th Annual Conference, November 21-24, 2002, Baltimore, MD</p> <p>Planning For Livability Mozer, David. Planning For Livability. International Bicycle Fund. http://www.ibike.org/engineering/landuse.htm</p>	
4/7	<p>Transportation Planning Overview - behavioral vs. infrastructural change</p>	<p><i>Intersection bike count and observation assigned. Conduct observation the week of 4/11. Report due 4/21.</i></p>
Read:	<p>University of Oregon Bicycle Plan University of Oregon Bicycle Plan: http://darkwing.uoregon.edu/~uplan/BikePlan.html</p> <p>NE Ann Arbor Transportation Plan, Non-motorized Component annarbor1.pdf (5565734 Bytes) NE Ann Arbor Transportation Plan, Non-motorized Component - 5MB file.</p> <p>Campus Plan Resources Campus planning update document (2005). http://darkwing.uoregon.edu/~uplan/LRCDPUpdateCoverPage.html http://darkwing.uoregon.edu/%7Euplan/LRCDPUpdateDraft%20PlanCover.html</p> <p>1991 Campus Plan Document http://darkwing.uoregon.edu/~uplan/LRDPPPlanFinal.html</p> <p>Philosophy of Campus Planning at UO http://darkwing.uoregon.edu/~uplan/planexp.html</p> <p>For some background and other resources on campus planning at the University of Oregon, http://libweb.uoregon.edu/guides/architecture/oregon/planning.html</p> <p>More Campus Planning - Transportation UO Office of Planning Home Page http://darkwing.uoregon.edu/~uplan/index.html</p> <p>1991 Bicycle Transportation Plan http://darkwing.uoregon.edu/~uplan/BikePlan.html</p>	



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	Alternative Modes at UO http://darkwing.uoregon.edu/~uplan/AltforumHomePage.html	
4/12	Bicycle Plans	
Read:	<p>Successful Bicycle Planning: Adapting Lessons From Communities With High Bicycle Use To Ann Arbor And Washtenaw County natsinas.pdf (1905264 Bytes) Natsinas, Theodoros, Jonathan Levine, and Moira Zellner. (2001). Successful Bicycle Planning: Adapting Lessons From Communities With High Bicycle Use To Ann Arbor And Washtenaw County</p> <p>TransPlan – Lane Council of Governments transplan.pdf (2139093 Bytes) Read the PDF document from the link above as well as the pages at the following web addresses: http://www.lcog.org/transplan/default.htm - maps http://www.efn.org/~bicycle/adv.html</p> <p>Transportation Efficient Land Use Strategies Transportation Efficient Land Use Strategies. Department of Land Conservation and Development. http://www.lcd.state.or.us/tgm/pub/1transp.htm</p> <p>Production of alternative development in American suburbs levine_ppr.pdf (1249383 Bytes) Production of alternative development in American suburbs: two case studies Aseem Inam, Jonathan Levine, Richard Werbel. Planning Practice and Research. Volume 19, Number 2 / May 2004, pp. 211 - 217.</p>	
4/14	Transportation & Land Use Planning Models	
4/19	Guest Speaker - Scott Bricker, Bicycle Transportation Alliance (confirmed), http://www.efn.org/~bicycle/ - browse www.bta4bikes.org - browse	
4/21	Guest Speaker –Tom Schwetz, LCOG – TransPlan (confirmed)	<i>Write a two page paper reflecting on the transportation and land use papers and guest speaker. Do you think these approaches will bring about any change? Why or why not? Due April 26</i>
4/26	Guest Speaker – Lee Shoemaker, Eugene Bicycle Coordinator (confirmed)	
4/28	Midterm Exam	
Read:	(Design Elements) NE Ann Arbor Transportation Plan, Non-motorized Component. Draft Proposed Non-motorized Policies, Programs and Guidelines annarbor2.pdf (785895 Bytes) Pedestrian and Bicycling Information Center - A & B	



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	bikelane1.pdf (822427 Bytes)	
5/3	Campus Walking Tour	
5/5	Campus Planning Guest Speaker?	
5/10	Group work	
Read:	<p>Critical Mass essays criticalmass_5year.pdf (1020243 Bytes) Critical Mass essays, flyers, images from San Francisco, 1992-1998, by Chris Carlsson, Jim Swanson, Hugh D'Andrade and friends</p> <p>Read PDF from link above and look at the following web sites: http://www.scorcher.org/cmhistory/ http://www.scorcher.org/cmhistory/howto.html</p> <p>Community organizing and development rubin.pdf (411233 Bytes) Rubin, H. J. and I. Rubin (1992). Community organizing and development, Macmillan ; Maxwell Macmillan Canada ; Maxwell Macmillan International. (CH 1)</p> <p>Core Concepts for Community Change - A & B checkoway1.pdf (397445 Bytes) Checkoway, Barry (1997). Core Concepts for Community Change. Journal of Community Practice. 4(1), 11-29</p> <p>How to be Heard: A guide to advocacy for community organizations saasta.pdf (291101 Bytes) Saasta, T. (1996) .How to be Heard: A guide to advocacy for community organizations. Community Change, (17), 9-13.</p>	
5/12	Social Change movements Video: "We are Traffic!"	
5/17	Social Change	
Read:	<p>Oregon Bicyclist Manual oregonbicyclistmanual.pdf (653679 Bytes)</p> <p>Pedal Power: A Legal Guide for Oregon Bicyclists pedalpower.pdf (729629 Bytes) Thomas, Ray. (2001). Pedal Power: A Legal Guide for Oregon Bicyclists. A Project of the Bicycle Transportation Alliance</p>	
5/19	Regulations / codes / Laws	
5/ 21	Community Bike Ride (Required), 9:30-noon	
5/24	Guest Speaker - Scott Bricker or Michael Ronkin again (?)	
5/26	Graduate Student Presentations (Attendance Required – 5 points off your final grade for not attending)	
5/31	Group Presentations	
6/2	Group Presentations	
6/6	Final Papers Due – 1pm	



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Additional Expectations for Writing Assignments

I take writing very seriously because good writing is in your best interest and because it should be a fundamental outcome of a University education. Good writing is clear and jargon free. Good writing begins paragraphs with a topic sentence and supports that point with examples. Good writing begins with a roadmap of the rest of the paper and ends with a summary of the key points. Good writing is difficult, takes many drafts, and often takes an outside reader to critique the work. Two page papers are especially difficult because of a lack of space – use your words carefully and deliberately.

The assignments in this class are to be written in the third person. For example, suppose you were writing a critique of this syllabus. You should avoid: “I think this syllabus is one of the best examples of 21st century writing I have ever seen.” Instead, avoid the 1st person and re-phrase as: “The syllabus for PPPM438 is a stellar example of 21st century writing because...” Some professors and workplaces prefer 1st person writing, but I tend to discourage it because I want the focus to be on the points you are making and not on the person making the points. In the first example above, it is easy for a reader to dismiss the point being made because they didn’t trust the author (the author is an explicit part of the sentence). In the 2nd example, the critique must be placed on the idea that is stated, because the author’s presence is absent.

It is difficult to provide a precise metric for how papers are graded – there is no exact formula for you to use as a judge in your writing to ensure that you will receive maximum credit for your work. Instead, if you focus on making key points, supporting those points with examples, and writing clearly and directly, your grade will generally match your effort. In the end, and by my experience with others classes that I teach, you will most likely receive a lot of feedback on your initial papers. My goal for me is to give you constructive feedback so that your writing improves over the term. My expectation for you is that you will use the feedback and work hard to consistently improve your written skills. I am happy to talk in depth about papers in my office and am happy to provide any guidance you need to help in this area.

Classroom Standards

- One thing that makes the University environment great is its explicit purpose to be a place to share ideas and perspectives. Accordingly, this class and the classrooms we use will be one in which each voice is respected, diverse views are encouraged, and differences of opinion at the least, tolerated. Please read the University Of Oregon Affirmation Of Community Standards later in this syllabus. Discrimination on the basis of age, disability, national origin, race, marital status, gender, sexual orientation, religion, or veteran status (OAR 571-003-0025 (1)(c)) of any kind will not be tolerated. If you have questions about what constitutes discrimination or sexual harassment, you can contact the Office of Affirmative Action and Equal Opportunity (346-3123).

Final Comments

- You are adults and will be treated as such and you are expected to behave as such.
- If you feel the need to sleep in class (hopefully not an issue, but we’ve all been there), please leave class to do it.
- Cheating is unacceptable and will result in a failing grade in this course and may result in your expulsion from the University. This includes plagiarism. It is your responsibility to understand what this means. If you have questions about what constitutes plagiarism, 1) type in “plagiarism” at the UO Home Page and follow the links that come up; 2) seek guidance from Academic Learning Services (346-3226); 3) talk to a librarian; or 3) please talk to the instructor.



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- Cell phones, e-mailing, text messaging and the like WILL NOT BE TOLERATED in class and may result in the confiscation of your electronic gadgets. If your personal messages cannot wait until after class, then the rest of us would prefer you just not come to class at all. Expect unannounced observers in class randomly checking if laptops are being appropriately used in class.
- Finally, please remember what grades mean: C = meets expectations; B= Exceeds expectations; A = Outstanding

Bicycling Web Sites

Center for appropriate transport (CAT)	http://www.efn.org/~cat/
Bike links from Swanson, Thomas, & Coon, Attorneys at Law	http://www.stc-law.com/bikelinks.html
Miscellaneous articles from Ray Thomas of Swanson, Thomas, & Coon, Attorneys at Law unless otherwise indicated	http://www.stc-law.com/bikearticles.html
University of Oregon Bike Plan	http://darkwing.uoregon.edu/~uplan/BikePlan.html
Oregon Bicycle and Pedestrian Plan	http://www.odot.state.or.us/techserv/bikewalk/planimag/toc-imag.htm
Bibliography: Bicycling, Sustainable Transport, Land Use, Livability, Traffic Calming, Road Pricing, Facilities Design, Safety	http://www.ibike.org/bibliography/bike-policy.htm#SUSTAINABILITY
Bicycle Transportation Alliance	www.bta4bikes.org
Pedestrian and Bicycling Information Center	http://www.bicyclinginfo.org/rd/planning.htm
National center for Biking and Walking	http://www.bikefed.org/
Association of Pedestrian and Bicycle Professionals	http://www.apbp.org/
League of American Bicyclists	http://www.bikeleague.org/
Eugene Bike Site	http://www.ci.eugene.or.us/PW/bike/
FHWA Ped/Bike Safety	http://safety.fhwa.dot.gov/programs/ped_bike.htm
Interactive Pedestrian program, "Safer Journey"	http://safety.fhwa.dot.gov/fourthlevel/safer_journey.htm



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Affirmation of Community Standards

The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity, and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

We further affirm our commitment to:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the university community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas, and backgrounds that is the lifeblood of the university

Additional Student Resources

- Office of Student Life 346-3216
- Disability Services 346-1155
- International Student & Scholars 346-3206
- Academic Learning services 346-3226
- Office of Multicultural Affairs 346-3479