USP 465/565: PEDESTRIAN & BICYCLE PLANNING DRAFT FINAL SYLLABUS
Spring Quarter 2024
Thursdays 9:30 – 12:20 in person

Instructor: Drusilla van Hengel, Ph.D. & Ryan Hashagen
Location: Urban Center 311
Contact: portlandpedals@gmail.com cc: dvanhengel@nelsonnygaard.com (please include PSU in subject line)
Office Hours: By appointment ^ please send an email

COURSE DESCRIPTION AND OBJECTIVES

This class examines how walking, bicycling, skating, transit and other active transportation options can be elevated as means of transportation that equitably advance health, economics, access, and quality of life. We will consider the possibilities when politics, policies, planning, projects, programs and professionals focus on prioritizing our public ways for people. We will draw heavily on Portland's experience, but also include research and practices from other cities. There is a separate, optional lab course associated with this course, USP 411/511. The lab can only be taken simultaneously or subsequent to with this course; however this course can be taken without the lab. The objectives of this course are as follows:

- Encourage disruption in historic practices and centering equity in the bike/ped planning process
- Learn a general process for developing bicycle and pedestrian master plans
- Gain exposure to best practices in facility selection and design
- Gain knowledge of other programs in support of mode shift and safety
- Advance local tactical urbanism and placemaking projects through course assignments
- Create a mutually beneficial learning environment for the community partners and students

COURSE WEBSITE

Canvas will be used for this class to post readings, lecture slides, and other relevant files and information. This is also the place to turn in assignments. If we make adjustments to the flow of the syllabus, based on the availability of guest speakers, or your level of interest in different subjects, the weekly course topic and/or reading recommendations may change. Any changes will be announced in class and on Canvas.

READINGS AND RESPONSIBILITIES

There is one main resource thread for the course, which is posted on Canvas. Supplemental resources will also be posted there.

- IBPI & Alta Planning+Design, Creating Walkable + Bikeable Communities: A user

guide to developing pedestrian and bicycle master plans, 2012. (on Canvas, and referred to as "User Guide" below)

We will assign the readings as per the syllabus below, in a Google Sheet here. Each class will include time for discussing the readings, and you will each be assigned two course weeks in which you will lead the discussions in pairs or groups of three.

Readings for the next week will be posted by Friday at 5pm the week preceding the class. (in preparation for next class).

You will be responsible to come prepared to discuss the readings and their applicability and contribute to the discussion board on Canvas. This section is also applicable to the class participation section of the syllabus.

ASSIGNMENTS AND GRADING

Our assignments will be advancing your practical knowledge of pedestrian and bicycle planning practices while also advancing community ideas in the Better Block PSU pathway. The projects will be introduced in the second week.

This class depends largely on group assignments. In the second week we will endeavor to group students based both on their capabilities and their interest in each of the project locations. Your capabilities will be asked about in the proficiency assignment.

Details on the assignments will be posted on the course Canvas site. All assignments are due at 5 pm to Canvas on their due date.

Assignments (group or individual)	Points	Due Date
Group Assignment 1: Ped/Bike Activity and Existing Conditions Memo	20	4/26
Group Assignment 2: Public Participation Plan	20	5/17
Group Assignment 3: Project Decisions and Performance Measures	20	5/31

Individual Assignment 4: White Paper
  - Topic due 5/3
  - Annotated bibliography due 5/24
  - Presentations during week 10, June 6
	30	June 13 10 am

Class participation (attendance, discussion, readings)	10	weekly
Total points	100	

Assignment Submissions. It is the student's responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0. Acceptable file formats are MS Office formats (e.g. Word, Excel, Powerpoint) or PDF files. Individual assignment instructions may contain a required file format.

Assignment Grades. These will be based on a rubric for each assignment and scored in accordance with the point value for the activity.

Late assignments will be marked down 1/10th of the total available points for the assignment per day. For example Assignment 1, delivered between 5:01 PM on its due date, and 5:00 PM on the next day will receive a 1.5 point deduction from the scored grade As with incomplete grades, we generally do not allow students to turn things in late without assessing this penalty, except in unusual circumstances, e.g. medical emergencies or pre-defined accommodations. Having too much work in other classes or at work/internship does not count, especially as we will try to schedule around other demands known at the quarter's start.

"Free Rider" Problem. Group assignments are a reality of the professional world. We plan to give a single grade to all members of a group, but understand they there may be substantial "outlier" behavior by particular group members. Within one week after uploading an assignment, you may choose to upload the peer evaluation form rating the

contribution of each team member, if you believe the contributions were not equally made by members of your team. We expect that most of these peer evaluation forms will not lead to changes in grades. However, if there appears to be consensus that one group member did not pull their weight (or alternatively, that one member was crucial to the team's success) we will adjust an individual's group assignment grade up or down according to the peer evaluation from. Please be fair in rating others. A copy of the peer evaluation form can be downloaded from the course Canvas site.

Final Grades. Your final grades will be calculated according to the following process:
1. We will total the scores of all assignments.
2. We will **normalize the grades**
3. We will **convert** your final total to a letter grade according to the following scheme:
- 90-100 $\Rightarrow$ A- to A
- 80-89 $\Rightarrow$ B- to B+
- 70-79 $\Rightarrow$ C- to C+
- 60-69 $\Rightarrow$ D- to D+
- 0-59 $\Rightarrow$ F

CLASS PARTICIPATION

We will also be taking attendance and asking you to participate in conversations about the projects and the content regularly. If you don't participate it will be difficult to get points in the 'class participation' category.

Participating in discussions about the reading are also expected. If you are not comfortable speaking up in class, prepare a quick journal entry that you can use to start a discussion thread for the week, to stimulate conversation on Canvas.

TITLE IX REPORTING OBLIGATION

As an instructor, one of our responsibilities is to help create a safe learning environment for students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.

Please be aware that as a faculty member, we have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals here, https://www.pdx.edu/sexual-assault/get-help.

ACCESS AND INCLUSION FOR STUDENTS WITH DISABILITIES

PSU values diversity and inclusion; we are committed to fostering mutual respect and

full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

If you already have accommodations, please contact us to make sure that we have received a faculty notification letter and discuss your accommodations.

Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.

ANTI-RACISM

We are committed to recognizing, addressing, and eradicating all forms of racism and ethnic oppression. It is a work in progress. Regardless of one's own race or ethnicity, individuals are at various points along an anti-racist journey.

Building an inclusive learning environment requires us to work together to make room for all to have a say (asking questions and interacting in an encouraging way); to support each other to find our voice; and to recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world.

We hope that we can practice mutual respect and gentle personalism – taking each other where we are at each day, offering the benefit of the doubt, and being aware that the workings of power and privilege impact different communities and individuals in different ways. These are difficult times. Please be gentle with one another and do not make assumptions about what anyone is going through. We can all promote safe and inclusive learning by listening deeply (including reading and reflecting carefully) and being ready to learn from those around us.

We will purposefully strive to identify, discuss and challenge issues of race, color, ethnicity and the impact(s) they have on students, faculty, and staff members. (Sources: USP Online Teaching Resources; various sources).

NAMES AND GENDER PRONOUNS

Class rosters are generally provided to the instructor with students' legal names; however, we are happy to honor requests to address you by a different preferred name and/or gender pronoun. Please advise us of this preference as soon as possible so we can do our best to use your preferred name and pronouns in this space. If you need support around this in general, please also be aware that the Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name/pronoun. Click here for more info and QRC.

ACADEMIC HONESTY

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism. Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the [PSU Student ConductCode](#) . University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Please see me if you ever have any questions about how to cite your work.

GRADING POLICIES

Incomplete grades. An incomplete (I) grade will only be assigned when circumstances are consistent with PSU's policy on incomplete grades, shown below. "Circumstances must be unforeseen or beyond [your] control." In other words, we do not give incompletes for poor planning on your part, e.g. you got too busy with work and your other classes. If you do encounter unforeseen circumstances, approach us as soon as possible about entering into a written agreement for an incomplete grade. From the PSU Bulletin:

"A student may be assigned an I grade by an instructor when all of the following four criteria apply:

Quality of work in the course up to that point must be C level or above.

1. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.

2. Reasons for assigning an "I" must be acceptable to the instructor. The student does not have the right to demand an "I". The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.

3. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the "I" grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may

be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period.

The Toulan School welcomes feedback on Diversity, Equity and Inclusion (DEI) related to this particular class or other issues in the Toulan School. Students are welcome to submit anonymous feedback here, and/or communicate with the DEI committee members directly.

TECHNOLOGY ACCESS

Proficiency in the use of Canvas, PSU email, and other computer tools such as ZOOM or part of google suite is required for this course. This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course. Reliance on a cellular connection may not provide reliable and fast access to online learning resources. Here are some broadband programs that are free or low-cost: https://www.highspeedinternet.com/resources/are-there-government-programs-to-help-me-get-internet-service

SCHEDULES

Please note we WILL experience some flexibility in order to accommodate the schedules of guest speakers or the discovery of better readings. Or, due to public health considerations.

Week	Date	Topic (subject to change)
1	4/4	• Introductions • Better Blocks PDX pitches • Active Transportation Planning Overview • Syllabus Review / cocreation
2	4/11	• Existing Conditions data • Review Assignment 1 • Emily Ford Library guest speaker • Complete streets (on owns)
3	4/18	• Field Conditions – walk audits of project areas
4	4/25	• Pilot projects • Quick-builds, placemaking, and shared streets • Assignment 1 due 4/26
5	5/2	• Policy and Plan Framework - Goals, Objectives, and Actions, performance measures • Vision Zero
6	5/9	• Network planning • Transit integration
7	5/16	• Tying project and program recommendations to goals • Facility Selection process • Assignment 2 due on 5/17
8	5/23	• Playing by the rules – MUTCD, ADA/ PROWAG, NEPA/state laws • Prioritizing and phasing projects
9	5/30	• Safe Routes to School • Performance measures and accountability • Assignment 3 due on 5/31
10	6/6	• Project Management Tips • **White paper summary presentations by students**
Finals Week		• Paper due Thursday June 13 at 10 am