

Spring 2016

Thurs 9:00-11:50

Location: TBD

Geog 491 #biketoria

Tentative course outline subject to change. See CourseSpaces site for updates.

Dr. Cameron Owens

camo@uvic.ca DTB B210

Dr. Trisalyn Nelson

trisalyn@uvic.ca DTB A237

Dr. Johan Feddema

feddema@uvic.ca DTB B203c

Course Overview

Lead by Geography faculty and City of Victoria staff, Geog 491 #biketoria provides students a unique applied learning experience focusing on active transportation planning. The course will be built around student projects that directly support research, outreach, and other needs of the City, with respect to the ambitious plan to build an all-ages and abilities cycling network connecting each neighbourhood in Victoria by 2018. Offered at a downtown location, Geog 491 represents an exciting pilot for the the region's new Civic Studio initiative, affording a space for community embedded learning.

Assessment

As a student in this course, you will be assessed on the following:

1. A penalty of 10% per day will be applied to late assignments.
 2. Contact lead instructor and / or your group as early as possible if you will be absent (with legitimate documented excuse) for the corridor scan or poster presentation.
 3. Plagiarism – zero tolerance (see UVic's [academic integrity policy](#))
 4. Accessibility – please meet with instructor and the [Resource Centre for Students with a Disability](#) early if you may need accommodation
 5. Do your part to ensure an engaging class.. Be punctual, respectful, collegial and attentive.
1. **Participation (20%)** –Active and positive contribution to class “environment”
 2. **Project #1 – Corridor Scan (20%)** – Working in a small group you will undertake a scan of one of the eight proposed cycling corridors and submit a succinct report detailing factors for consideration (due Feb 4th)
 3. **Project #2 – Client Deliverable (40%)** – Working in a small group you will undertake a specific project serving a research, outreach, or other need of the City of Victoria or partner involved in the #biketoria initiative. This project could take many forms TBD.
 4. **Project #2 - Poster Presentation (20%)** - Each group will design a poster that effectively communicates their project – importance, objectives, outcomes. The posters will be presented to City officials, UVic colleagues and the public at an event at the Legacy Art Gallery to be scheduled sometime during the first week of April.

Note on marks: A-level marks (80%+) reflect exceptional (beyond expectations), outstanding, or at least highly competent efforts. B+/B level marks (73-79%) reflect good or at least acceptable efforts (usually above the class average). B-/C+ level marks (65-72%) represent average efforts, showing some understanding but deficient in some way. C/D level marks (50-64%) represent passable but largely insufficient efforts, while F marks (<50%) represent failing the course.

Course readings

There are no required texts for this course however mandatory readings, which will complement your in-class work will be posted on the Course Spaces site. Actually reading these – and engaging with them (highlighting, underlining, taking good notes etc.) – is essential for your enjoyment of and success in this course.

Course learning objectives

By the end of this course successful students will be able to clearly and insightfully articulate:

1. the benefits of investing in cycling
2. what is involved in developing and implementing an ambitious planning initiative and the challenges, barriers, politics, and strategies involved
3. the rationale and details of the City of Victoria's #biketoria initiative and be able to critically assess the planning process
4. the extent to which the #biketoria initiative supports broader urban and regional sustainability efforts
5. the importance of qualitative and quantitative data (and methods) to support urban planning initiatives

Students will also have the opportunity to develop specific skills and habits including: effective reading, listening, and notetaking; learning from a wide range of sources and perspectives; written, oral, and visual communication skills; spatial analysis and digital mapping; learning to take initiative and ownership of your learning; group work and respectful dialogue skills; critical thinking* and problem solving. Keep in mind employers are just as concerned with your skills and habits as your marks.

*Note: Critical thinking is often misrepresented as cynical, pessimistic, or “being against things”. In this class it should rather be understood in terms of healthy skepticism; piercing questioning; making important linkages and connections; recognizing and evaluating multiple perspectives and the values and assumptions underlying each (including one's own); evaluating evidence and arguments (while recognizing power relations in knowledge claims); offering alternative solutions and approaches; arriving at defensible positions on issues and working towards a more respectful, inclusive, just, and sustainable world.

Note on Course Experience Survey

We value your feedback on this course. Towards the end of term, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

“Think of bicycles as rideable art that can just about save the world.”

- Grant Petersen

“Whenever I see an adult on a bicycle, I do not despair for the human race.”

- HG Wells

“Nothing compares to the simple pleasure of riding a bike.”

- John F Kennedy

Tentative Schedule

"For bicycling to contribute to societal goals in the areas of public health, livability, traffic congestion and energy use, it has to appeal to the mainstream... The turning point will be when children begin again riding bikes to school."

- Peter Furth

Jan 7	9:00-10:50 - icebreaker and introductions / course overview 11:00 -11:45 – Edward Pullman/Ray Straatsman (GVCC) – “The Cycling Renaissance in N. America”
Jan 14	9:00 – 9:50 – Kate Berniaz (Urban Systems)- “Making the case - why invest in cycling?” 10:00-10:50 – Kristina Bouris (City of Victoria Community Planning): "Setting the Context for Cycling Network Planning in Victoria " 11:00 -11:45 – course projects introduced
Jan 21	9:00-9:20 - Check in 9:20-10:00 – Tim Hewitt (City of Victoria) “What is #biketoria?” 10:00 -10:45 - “Making Group Work Work” Workshop 10:45→ Students head out in groups to complete their initial scan of their chosen corridor (course project #1)
Jan 28	9:00-10:30 - debrief corridor scan featuring student Q@A with City staff: Tim Hewitt and Steve Hutchinson 10:30 → Students head out in groups to complete their 2 nd scan of their chosen corridor (course project #1)
Feb 4	Course Project #1 due 9:00- 9:20 - Check in 9:20- 10:30 – TBD - Lecture / Video + discussion 10:45-11:45 – students get into groups to map out their course project #2 (instructors / city staff circulate)
Feb 11	Reading Week – NO CLASS
Feb 18	9:00- 9:20 – Check in 9:20-11:45 Johan Feddema (UVic)– Climate Change & Active Transportation – calculating climate footprint reduction from proposed plan
Feb 25	9:00-9:20 – Check in 9:20-11:45 Trisalyn Nelson and Ben Jestico (UVic) – Geomatics & Urban Sustainability / bikemaps.org + Steve Young & Nick Armstrong (City of Victoria) “Transportation data”
Mar 3	9:00-9:30 - Check in 9:30-10:30 –Sarah Webb and John Hicks (CRD) “#biketoria in CRD context” 10:45-11:45 - TBD
Mar 10	9:00-9:30 Check in 9:30-10:30 Matt Boyd and Tania Wegwitz (BC Transit) "From #biketoria to #movetoria – integrating cycling with transit” 10:45-11:45 TBD
Mar 17	TBD
Mar 24	Final Class – Reflections

“The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.”

