



PPPM 399

URBAN TRANSPORTATION

FALL 2022

CRN 11689

Instructor: Anne Brown, PhD
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541-346-2112

Class: Monday/Wednesday 2:00-3:20pm
Hedco 146
canvas.uoregon.edu

Office Hours: Monday 4:00-5:00pm, Wednesday 12:00pm-1:30pm, 4:00-5:00pm and by appointment
Sign up at <https://annebrown.youcanbook.me>
247C Hendricks Hall or via Zoom: <https://uoregon.zoom.us/j/98101092329>

COURSE DESCRIPTION

Transportation is central how people move through space and access opportunities. This course provides a foundation in transportation planning and covers a variety of topics related to the planning for and management of transportation systems. The course presents a survey of issues transportation planning raises—such as equity, congestion, health, and environmental—across a variety of modes, as well as considers the opportunities and challenges new technologies present. Course assignments use Oregon as a transportation laboratory and challenge students to synthesize knowledge and original data collection into planning and policy recommendations.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Describe the transportation planning process
2. Discuss primary issues in transportation planning
3. Assess competing measures to evaluate transportation system performance
4. Collect and present data to inform transportation decision-making
5. Issue recommendations for transportation planning

Assessment of these objectives will be accomplished by:

- Class participation: Links with objectives 1, 2, 3, 5
- Discussion questions: Links with objectives 1, 2, 3, 5
- Planning reflection: Links with objective 1
- Project scorecard: Links with objectives 2, 5
- Written assignments: Links with objectives 1, 2, 3, 4, 5

INCLUSION STATEMENT

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- 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 which is the lifeblood of the university.

The College of Design promotes the strengths of our multicultural community through the Equity and Inclusion Committee. For more information about the Equity and Inclusion Committee and other student resources, please see

<https://blogs.uoregon.edu/design/deans-office/committees/equity-inclusion-committee/>

COURSE MATERIALS

No textbook is required for this course; all reading materials are posted on Canvas or online and linked below. All below readings are required and should be read prior to the start of class on the day for which they are assigned. Additional optional readings, which can be used as resources in course assignments, are posted on Canvas.

All assignments are due at 2:00pm on the assigned due date unless otherwise noted.

WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Topic	Readings	Assignments Due
Setting the Stage			
W 9/28 (week 1)	Overview of the course	<i>The Geography of Urban Transportation, 4th Edition.</i> (2017). Susan Hanson and Genevieve Giuliano, Eds. <ul style="list-style-type: none"> • Hanson, Susan. "Introducing Urban Transportation," p. 3-33. • Blumenberg, Evelyn. "Social Equity and Urban Transportation," p. 332-357. 	
M 10/3 (week 2)	Systemic racism in transportation / travel behavior trends	Susaneck, Adam Paul. (2022). "Mr. Biden, Tear Down This Highway." <i>The New York Times</i> . (Webinar) Butler, Tamika. (2020). "At the Intersection: Racism and Transportation." <i>Live Move</i> . (1:00 – 41:00 minutes) Pucher & Renne (2003). Socioeconomics of Urban Travel: Evidence from the 2001 NHTS. <i>Transportation Quarterly</i> , 57(3), 49-77.	
Transportation Planning Processes			
W 10/5 (week 2)	Transportation Planning Process & Community engagement	Holley, Kip. (2016). Equitable and Inclusive Civic Engagement: A Guide to Transformative Change. <i>The Kirwan Institute</i> . p. 9-67. Einstein, Katherine Levine, Maxwell Palmer, and David M. Glick. (2018). "Who Participates in Local Government? Evidence from Meeting Minutes." <i>Perspectives on Politics</i> . Pan, Henry. (2021). "Communities are looking to get better community engagement by paying for it." <i>Next City</i> .	Project scorecard

		US Federal Highway Administration & US Federal Transit Administration. (2018). "The Transportation Planning Briefing Book: Part 1. Overview of Transportation Planning." p. 2-15.	
M 10/10 (week 3)	Regional transportation planning	Sciara, Gian-Claudia and Susan Handy. (2017). "Regional Transportation Planning," in <i>The Geography of Urban Transportation, 4th Edition</i> , Susan Hanson and Genevieve Giuliano, Eds. p. 139-163.	Planning reflection
Congestion & System Performance			
W 10/12 (week 3)	Congestion Measuring road system performance	Transportation for America. (2020). "The Congestion Con: Introduction & Why Aren't We Successfully Able to Reduce Congestion?" p. 7-28 Siddiq, Fariba and Brian Taylor. (2021). "Is Accessibility Evaluation Ready for Prime Time?" <i>Transfers</i> , p. 1-6.	Analytic Memo Outline
M 10/17 (week 4)	Congestion solutions	Transportation for America. (2020). "The Congestion Con: What Needs to Happen: Policy Recommendations," p. 31-35 Shaheen, Susan, Stocker, Adam, & Meza, Ruth. (2019). "Executive Summary" in <i>Social Equity Impacts of Congestion Management Strategies</i> , p. 3-7.	
Parking			
W 10/19 (week 4)	Parking minimums	Video Vox (2017). "The high cost of free parking." Shoup, Donald. (2011). "The Pseudoscience of Planning for Parking," in <i>The High Cost of Free Parking</i> , American Planning Association, p. 75-97. Shoup, Donald. (2018). "The Unequal Burdens of Parking Requirements," in <i>Parking and the City</i> , p. 97-100 Spivak, Jeffrey. (2018). "People Over Parking," <i>American Planning Association</i> .	13 th Ave data collection Explainer video option 1
M 10/24 (week 5)	Curb management	Pierce, Gregory and Donald Shoup. (2013). "SFpark: Pricing Parking by Demand," <i>ACCESS</i> , 50, p.20-28. San Francisco Municipal Transportation Agency. (2020). <i>Curb Management Strategy</i> , p.6-41. Siegman, Patrick. (2018) "Abolishing Minimum Parking Requirements: A Guide for Practitioners," in <i>Parking and the City</i> , p. 231-243.	
W 10/26 (week 5)	Parking reform & innovation Guest Lecture Jeff Petry, Director of Administration, Parking, Finance, and	Shoup, Donald. (2011). "Turning Small Change into Big Changes," in <i>The High Cost of Free Parking</i> , American Planning Association, p. 397-429 Shoup, Donald. (2018). "The Politics and Economics of Parking on Campus," <i>Parking and the City</i> , p. 389-402.	Travel diary Explainer video option 2

	Technology, City of Eugene	Shoup, Donald and Don Pickrell. (2022). "Cashing Out Employer-Paid Parking," <i>Transfers</i> , p. 1-3.	
Transit			
M 10/31 (week 6)	What are the goals of public transit?	<p>Taylor, B. D., & Morris, E. A. (2015). Public transportation objectives and rider demographics: Are transit's priorities poor public policy? <i>Transportation</i>, 42(2), 347–367.</p> <p>Schweitzer, Lisa. (2017). "Mass Transit," in <i>The Geography of Urban Transportation, 4th Edition</i>, Susan Hanson and Genevieve Giuliano, Eds. p. 187-217.</p> <p>Walker, Jarrett. (2012). <i>Human Transit</i>. Island Press.</p> <ul style="list-style-type: none"> • "What Transit is and Does," p.13-22 • "What Makes Transit Useful? Seven Demands and How Transit Serves Them," p. 23-38 	
W 11/2 (week 6)	Transit trends & travel	<p>English, Jonathan. (2018). "Why Did America Give up on Mass Transit? (Don't Blame Cars.)" <i>City Lab</i>.</p> <p>Walker, Jarrett. (2012). <i>Human Transit</i>. Island Press.</p> <ul style="list-style-type: none"> • "The Obstacle Course: Speed, Delay, and Reliability," p.97-108 • "Ridership or Coverage? The Challenge of Service Allocation," p.117-134 • "Can Fares be Fair?" p.135-146 <p>Dougherty, Conor and Andrew Burton. (2017). "A 2:15 Alarm, 2 Trains, and a Bus Get Her to Work by 7 A.M." <i>The New York Times</i>, August 17.</p>	Explainer video option 3
M 11/7 (week 7)	Route & network design Guest Lecture Andrew Martin, Development Planner, Lane Transit District	<p>Walker, Jarrett. (2012). <i>Human Transit</i>. Island Press.</p> <ul style="list-style-type: none"> • "Lines, Loops, and Longing," p.47-58 • "Touching the City: Stops and Stations," p. 59-72 • "Peak or All Day?" p.73-84 • "Frequency is Freedom," p.85-96 <p>Walker, Jarrett. (2011). "Sorting out rail-bus differences," <i>Human Transit: the professional blog of public transit consultant Jarrett Walker</i>.</p> <p>Iseki, Hiro et al. (2012) "Thinking Outside the Bus," <i>ACCESS</i>, 40(2), p. 9-15.</p> <p>Spieler, Christof. (2020). "Racism has shaped public transit, and its riddled with inequities." Kinder Institute</p>	
Paratransit & Taxis			
W 11/9 (week 7)	Paratransit and taxis	<p>Brumbaugh, Steven. (2018). Travel Patterns of American Adults with Disabilities. Bureau of Transportation Statistics. p. 1-10.</p> <p>King, David A. and Juan Francisco Saldarriaga. (2017). "Access to Taxicabs for Unbanked Households: An Exploratory Analysis in New York</p>	<p>Explainer video option 4</p> <p>Analytic Memo Peer Review</p>

		<p>City." <i>Journal of Public Transportation</i>, 20(1), p. 1-19.</p> <p>Brown, Anne. (2018) "L.A.'s taxi industry discriminates against black riders. If we don't force them to change, they won't." <i>Los Angeles Times</i>, August 12.</p> <p>Webinar Eno Center for Transportation (2021). Improving Access for All: Bringing on-Demand Technology to Paratransit.</p>	
Ride-hailing & Autonomous Vehicles			
M 11/14 (week 8)	Ride-hailing, Sharing and Pooling	<p>Bliss, Laura. (2018). "Lyft if Reaching L.A. Neighborhoods Where Taxis Wouldn't," <i>CityLab</i>.</p> <p>Conway, Matthew, Deborah Salon, and David King. (2018). "Trends in Taxi Use and the Advent of Ridehailing, 1995-2017: Evidence from the US National Household Travel Survey," <i>Urban Science</i>, p. 1-23.</p> <p>Golub, Aaron et al. (2019). "Assessing the barriers to equity in smart mobility systems: A case study of Portland, Oregon." <i>Case Studies on Transport Policy</i>, 7(4), p.689-697.</p>	
W 11/16 (week 8)	Planning for autonomous vehicles	<p>Agrawal, Naveen. (2018). "Dreams of utopia: the future of AVs," <i>The Circulator</i>.</p> <p>Schlossberg, Marc et al. (2018). "Rethinking Streets in an Era of Driverless Cars." <i>Urbanism Next</i>, p.1-18.</p> <p>Schwartz, Sam. (2018). "Autonomous Vehicles are Coming and There's No Roadmap (Yet)." <i>NextCity</i>.</p> <p>Samuel, Sigal. (2019). "A new study finds a potential risk with self-driving cars: failure to detect dark-skinned pedestrians." <i>Vox</i>.</p>	
Bikes & Pedestrians			
M 11/21 (week 9)	Bike & pedestrian planning	<p>Video Bicycle Culture by Design: Mikael Colville-Andersen at TEDxZurich</p> <p>Day, Kristen. (2006). Active living and social justice: planning for physical activity in low-income, black, and Latino communities. <i>Journal of the American Planning Association</i>, 72(1), 88-99.</p> <p>Dill, J., Goddard, T., Monsere, C., & McNeil, N. (2014). Can protected bike lanes help close the gender gap in cycling? Lessons from five cities. <i>Portland State University</i>, p. 1-14.</p>	Analytic Memo Paper Draft
W 11/23 (week 9)	Shared Micromobility	<p>Irfan, Umair. (2018). "The scooter stampede of 2018 is great news for urban transportation," <i>Vox</i></p> <p>McNeil, N., Dill, J., MacArthur, J., Broach, J., & Howland, S. (2017). Breaking barriers to bike share: Insights on equity. National Institute for Transportation and Communities and the Better Bikeshare Partnership. p. 1-19.</p>	

		Thigpen, C., Klein, N., & Brown, A. (2020). Parking Problems: Motor Vehicle Parking Violations Vastly Surpass Scooters and Bikes. <i>Institute of Transportation Engineers. ITE Journal, 90(6), 45-49.</i>	
Design & Safety			
M 11/28 (week 10)	Transportation safety	<p>Cox, Stefani and Charles Brown. (2017). "Silent Barriers to Bicycling: Parts 1-4." Better Bikeshare Partnership.</p> <p>Kim, Danyoung. (2022). When Cars Kill. <i>The New Yorker.</i></p> <p>Webinar Loukaitou-Sideris, Anastasia & Asha Weinstein Agrawal. (2020). "Sexual Harassment on Public Transit: The University Student Experience." <i>Mineta Transportation Institute.</i></p> <p>Samuel, Sigal. (2019). "A new study finds a potential risk with self-driving cars: failure to detect dark-skinned pedestrians." <i>Vox.</i></p>	
W 11/30 (week 10)	Street design; complete streets	<p>Manjoo, Farhad. (2020). "I've Seen a Future Without Cars, and It's Amazing." <i>The New York Times.</i></p> <p>Handy, Susan, Cao, X., & Mokhtarian, P. (2005). Correlation or causality between the built environment and travel behavior? Evidence from Northern California. <i>Transportation Research Part D: Transport and Environment, 10(6), 427-444.</i></p> <p>LaPlante, John, & McCann, B. (2008). Complete streets: We can get there from here. <i>ITE journal, 78(5), 24.</i></p> <p>Sadik-Khan, Janette and Seth Solomonow. "How to Read the Street," in <i>Streetfight: handbook for an urban revolution, p.47-72.</i></p>	
Th 12/8 (week 10)			Final Analytic Memo due at 11:59pm

GRADING COMPONENTS AND CRITERIA

All assignments should be submitted online via Canvas or via email to the instructor as described below. If you have technical issues submitting your assignment, take a screen-shot of your computer screen showing the error and email me immediately with both the screenshot and assignment attached.

ASSIGNMENTS

All work is to be completed individually.

	<u>% OF GRADE</u>	<u>DUE DATE</u>
Class participation	15%	
Class attendance	5%	Daily
Discussion responses	10%	Varies
Project Scorecard	10%	10/5
Planning reflection	5%	10/10
2-minute explainer video	5%	Varies

Travel Diary	10%	10/26
Analytic Memo	55%	
Outline	5%	10/12
Peer review	10%	11/9
Draft Paper	10%	11/21
Final Paper	30%	12/8 at 11:59pm
	<hr/>	
	100%	

CLASS PARTICIPATION (15%)

CLASS ATTENDANCE (5%)

In the classroom: Regular class attendance and informed participation in class-wide discussions are essential. Each day, I will bring a class roster for you to sign in. There are 19 in-class sessions (following the introductory day) this quarter. Students may miss three classes this term, regardless of the reason. This means we do not have “excused” or “unexcused” absences. Please stay home and use one of your two absences if you are sick. Please see the university policies on absences [here](#).

We know our UO community will still be navigating COVID-19, and some students will need to use some of their three absences to isolate and rest if they get COVID. I made my absence policy with this in mind, so please use your absences with care so they're there for you if you need them. Students with COVID are encouraged to seek guidance and resources at UO's COVID-19 Safety Resources webpage.

Your success is important to me. If challenges come up for you this term around attendance, please contact me as soon as you can. Together we can identify what resources or strategies might be available to support you and your learning.

Attendance	Points
16+	5
15	4
14	3
13	2
12	1
0-11	0

In groups: Class includes many group activities and discussions. Being a strong group member requires 1) reading and retaining assigned materials, 2) contributing actively in the discussion, 3) listening to and engaging with other group members, and 4) considerately reflecting on your and others' ideas. During group activities and discussions, I will circulate to observe your contribution to the group. Additional resources for working as a team—The Teamwork Project—is available on Canvas. The Teamwork Project outlines general guidelines for working in team, assessing your strengths, managing self-directed teams and projects, and building inclusive leadership skills.

DISCUSSION RESPONSES (10%)

You must submit 10 discussion responses over the course of the quarter. Discussion responses should reflect on one or more the readings assigned for that day and be submitted via Canvas by 12:00pm prior to class. Discussion responses **may not** be submitted late. Each discussion response must include:

1. What do you consider the three most important points of the reading(s) and why?
2. What two parts of the reading(s) are you either confused about or do you have further questions about?

You must submit 10 discussion responses during the quarter. Discussion responses should reflect on one or more the readings assigned for today and may not be submitted late. Responses are graded for completion and questions may be incorporated into class to further our group discussion. Each discussion response counts as 1% of your overall course grade.

PROJECT SCORECARD (10%)

Work independently to review Virginia's House Bill #2 and issue recommendations for Oregon. Full assignment details are included on Canvas.

PLANNING REFLECTION (5%)

Only so much learning about planning can happen in the classroom. You will (virtually) attend a City of Eugene City Council working session or public forum. The Planning Reflection assignment is a short reflection piece requiring you to discuss your experience attending the event. Specifically, you should discuss your impressions, including what (if anything) surprised you, confused you, or made you reflect in a new way on the transportation planning process. The reflection should be short, between 400-600 words.

TRAVEL DIARY (10%)

Work independently to create a travel diary for one week and reflect on how your own travel behavior speaks to broader issues in transportation planning. Full assignment details are included on Canvas.

2-MINUTE EXPLAINER VIDEO (5%)

Even the most brilliant planning ideas can hit a roadblock without public support. Recent research also shows that planners and the public hold very different views about a wide range of transportation topics. If planners are to see real change in the coming decades, getting the public on board will be part of the battle. Of course, communicating complicated planning ideas to an audience in a limited amount of time is difficult and takes practice. You will work independently to create a 2-minute explainer video about one of several important, but often misunderstood, transportation planning topics. Full assignment details are included on Canvas.

ANALYTIC MEMO (55%)

Work independently to prepare one analytical memo from the list of topics provided on Canvas. Each memo will require 1) presenting the issue clearly and succinctly, 2) collecting original data, and 3) articulating planning recommendations. Full assignment details on Canvas.

The Analytic Memo is comprised of four separate assignments; together, the four assignments provide structure to support a strong final project. Please see Canvas for more detailed descriptions of each of the four assignments.

- Outline (5%)
- Peer Review (10%)
- Draft Paper (10%)
- Final Paper (30%)

EXPECTATIONS FOR WRITTEN ASSIGNMENTS

All written assignments are expected to be presented in professional formats and free of grammatical or spelling errors. Writing concisely is a skill; points will be deducted from any assignment that exceeds the word or page limit. The rubrics that will be used to grade written assignments can be found on the Canvas assignment pages.

A few general guidelines for written assignments:

- **Consider your audience.** Audiences in planning range from field experts (the head of a Department of Planning) to the general public, with little background knowledge of the issue at hand. Keep in mind who you are writing for and choose both your wording and content appropriately.
- **Structure your work.** All work should begin with a brief introduction (background and context) and end with a conclusion (findings, recommendations, etc.). You may include conclusions on the first page, but ensure that it synthesizes information. Distinguish between information, findings, conclusions, and recommendations. Information relays facts or other details useful to the reader. Findings summarize important facts. Conclusions interpret facts. Recommendations suggest actions that should be taken in light of findings. Recommendations should be specific, implementable, and should describe actors, timeline and the results sought. Avoid expressing personal opinions not based on factual analysis.
- **Reference Sources.** All ideas or words that are either paraphrased or used directly must be cited, with credit given to the original author. Paraphrased ideas may be cited, while quotes (two or more consecutive words) should be in quotation marks and cited with the author and page number (where applicable). Either footnotes or in-text citations are acceptable. You may use any form of citation style (MLA, Chicago, APA, etc.) so long as you are consistent.
- **Avoid passive voice.** Passive voice is often overly-wordy and imprecise. Instead of saying, for example, “the data were analyzed,” tell us who analyzed the data: “we analyzed the data.” Writing in first or third person is often a personal or professional choice; I generally encourage writing in the first-person.
- **Put your writing on a diet.** Being concise is a skill and you should hone this skill by simplifying word choices and sentence structures. Try putting your work through the [Writer’s Diet](#) to see if your writing is “flabby or fit”.
- **Always Proofread.**

GRADING

OVERALL AND ASSIGNMENT GRADES:

94-100	A	65-69	C
90-93	A-	60-64	C-
85-89	B+	55-59	D+
80-84	B	50-54	D
75-79	B-	45-49	D-
70-74	C+	0-44	F

Assignments and overall grades correspond to the following standard of professional work: an A (94-100) represent the highest quality professional work; an A- (90-93) constitutes very good professional work; B+ (85-89) good professional work; B (80-84) adequate professional work that generally meets professional standards; B- (75-79) minimally acceptable quality work that generally falls below standards set for professionals; C+ and lower (0-74) represents work generally unacceptable for professionals.

Rubrics for each assignment will be posted on Canvas along with full assignment descriptions.

Note that I do not round assignment grades. A grade of 87.5 remains a B. However, I do round final grades at 0.5. For example, a final grade of 89.5 would be rounded to an A-.

LATE OR MISSED WORK POLICY

Late assignments will immediately be docked 10%, even if they are one minute late. Assignments will be docked an additional 10% for each calendar day that they are late. All assignment deadlines are listed on Canvas and in this syllabus.

In exceptional cases, such as medical or personal emergencies, please contact me about an extension. Computer problems, other coursework, and job requirements do not qualify for extensions. You must request an extension before the assignment is due. Note that discussion questions will not be accepted late.

Additional accommodations will be granted on a case-by-case basis for students who have been instructed to quarantine or who experience illness or other events personally or within their family. Please email me to discuss accommodations that best fit your unique situation.

COURSE INCOMPLETE POLICY

Students are expected to be familiar with university policy regarding grades of “incomplete” and the timeline for completion. Per university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

COURSE POLICIES

ATTENDANCE AND ABSENCE

This is an in-person course: that means that, unlike asynchronous online/ASYNC WEB courses, we will meet during scheduled class meeting times. I will accommodate absences as described in the Absences policy. If you need additional flexibility, UO encourages you to consider ASYNC WEB courses. If you need accommodation related to disability, you can request those by working with the Accessible Education Center. (<https://aec.uoregon.edu>)

Please refer to the above section about Course Participation to review course policies around attendance.

CLASSROOM BEHAVIOR

Participate and Contribute: Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. Together, 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: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. We are returning with a range of feelings about and comfort with being in person, and this means 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. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

USE OF COMPUTERS AND CELLPHONES IN CLASS

Research on learning indicates that students retain more information when they take notes by hand.¹ Electronic devices provide a strong temptation to multi-task, which reduces understanding,² and also distract students around you. Taking notes and organizing material in your own words fosters learning. As such, I strongly recommend taking notes by hand in class. Some activities, will, however, require a computer. Please bring a tablet or laptop to class each day to engage in class activities.

Be courteous to your fellow classmates and silence all cellphones prior to class and stow them out of sight. I reserve the right to ask you to leave class if I find you emailing, texting, or using a laptop or other device for non-class related activities.

Please speak to a classmate if you miss material.

TROUBLE WITH TECHNOLOGY?

Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat:

[541-346-4357](tel:541-346-4357) | livehelp.uoregon.edu

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services' [web page on going remote](#).

COURSE COMMUNICATION

While our classes will be in person, Canvas will still be an important part of our course, and the place to go for course information and engagement outside of class time.

I will use Canvas announcements frequently to communicate with the entire class; when I need to get in touch with individual students, I do so via email. Please ensure that you are signed up to receive course announcements via email or text so that you do not miss important course-related communication. Check and adjust your settings under Account > Notifications.

I will also use Canvas to communicate if there are any COVID-related course interruptions.

Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat:

[541-346-4357](tel:541-346-4357) | livehelp.uoregon.edu

INSTRUCTOR AVAILABILITY

I am available during student office hours at the times and locations listed above. I recommend signing up for student office hours at <https://annebrown.youcanbook.me> in advance so that you do not have to wait. I do my best to be responsive to email, but I encourage you to rely on your colleagues first for questions about course assignments and administrative details rather than waiting for an email response. I generally

¹<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

²http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html and <http://www.facultyfocus.com/articles/teaching-professor-blog/multitasking-confronting-students-with-the-facts/>

try to respond to emails within 48 hours of receipt. If you have not heard from me within 48 hours, please email me again.

WHY SHOULD YOU REACH OUT TO ME?

Talking with students is always a pleasure—confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take UO? Please be in touch! Having troubling with some aspect of the course? I would like to strategize with you and will do everything I can to help you succeed.

STUDENT OFFICE HOURS

I will host student office hours via either Zoom or in person in Hendricks 247C. My student office hours this quarter are listed at the top of this syllabus. Please email me if you would like to set up a time to meet outside of my regularly scheduled student office hours; alternatively, you may call my office phone at 541-346-2112.

During student 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 students' post-graduation goals, might identify more supportive methods for assignments or strategies for group projects, or any number of other topics. Feel free to come with another peer or project group member as well if that is useful for you.

COURSE COVID PROTOCOLS

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.

In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

STAYING SAFE IN CLASS

As the University of Oregon continues in-person instruction, instructors and students play a key role in keeping our community healthy and safe.

Prevention: To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees must:

- Comply with [vaccination policy](#)
- [Wash hands](#) frequently
- Complete daily [self-checks](#)
- Say home/do not come to campus if feeling [symptomatic](#)
- Individuals with no symptoms or mild symptoms can get tested at McArthur Court through UO's Monitoring and Assessment Program. Masks are required at COVID-19 testing sites including in line outside.

- Visit the [Exposure Scenario page](#) for information on reporting cases.

Support: The following resources are available to you as a student.

- [University Health Services](#) or call (541) 346-2770
- [University Counseling Center](#) or call (541) 346-3277 or (541) 346-3227 (after hrs.)
- [MAP Covid-19 Testing](#)
- [Corona Corps](#) or call (541) 346-2292
- [Academic Advising](#) or call (541) 346-3211
- [Dean of Students](#) or call (541)-346-3216

ACCESSIBILITY

The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success and the success of your peers matters.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu. The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology.

ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

PLAGARISM

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Students who plagiarize will fail the assignment and be reported to the central University. If in doubt, cite the work. If you have additional questions about citations and/or plagiarism, you can seek additional help from the instructor or UO librarians.

DISCRIMINATION AND HARASSMENT REPORTING

I am an Assisting Employee under the University's Prohibited Discrimination and Retaliation Policy. As an Assisting Employee, I will direct students who disclose prohibited discrimination and harassment, including sexual harassment or violence, to resources that can help and will only report the information shared to the

university administration if the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor).

Students who have experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, students may also call either the non-confidential Title IX Coordinator/OICRC at 541-346-3123 or the Dean of Students Office 24-hour hotline at 541-346-SAFE [7244]. Students experiencing all forms of prohibited discrimination or harassment may find information and resources at investigations.uoregon.edu or contact the non-confidential Title IX Coordinator/OICRC at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. Specific details about confidentiality of information and reporting obligations of employees can be found at investigations.uoregon.edu/employee-responsibilities.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

STUDENT WELL-BEING AND RESOURCES

[University Health Services](#) help 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).

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

The [UO Basic Needs Resource Guide](#) includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

Your safety and well being impacts learning. Please contact resources that can help you to thrive and let me know if you need any help connecting.

Academic Learning Services	541-346-3226
Accessible Education Center	541-346-1155
International Students and Scholars	541-346-3206
LGBT Education & Support Services Program	http://lgbt.uoregon.edu/
Office of Multicultural Affairs	541-346-3479
Office of Student Life	541-346-3216
SAFE Hotline for Survivor and Victim Support	541-346-SAFE
Veteran Support	https://dos.uoregon.edu/veterans