



PPPM 410 | 510

TRANSPORTATION POLICY

WINTER 2023

CRN 25838 | 25842

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: Wednesday 9:30-11:30am and by appointment
Sign up at <https://annebrown.youcanbook.me>
247C Hendricks Hall

COURSE OVERVIEW

Transportation policies shape urban spatial structure and impact outcomes ranging from environmental justice to travel behavior to public health. This course provides a foundation in transportation policy and covers topics related local, state, and federal transportation policy. The course presents a brief history of U.S. transportation policy and introduces an array of transportation policy issues, including: the connections between transportation and land use; transportation, the environment, and public health; transportation finance; goods movement policy; and inter-metropolitan movements of goods and people. Course assignments use Oregon as a transportation laboratory and challenge students to synthesize knowledge and original data collection into policy recommendations.

LEARNING OUTCOMES

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

1. Describe how transportation policies have shaped our cities
2. Discuss primary issues in transportation policy
3. Collect and present data to inform transportation policy decision-making
4. Issue recommendations for transportation policy

Assessment of these objectives will be accomplished by:

- Class attendance/participation: Links with objectives 1, 2, 4
- Discussion questions: Links with objectives 1, 2, 4
- Analytic Memo / Policy Brief: Links with objectives 2, 3, 4
- Final Oral Exam: Links with objectives 1, 2, 3, 4

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.

Discussion responses are due at 12:00pm on the assigned due date. All other 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
M 1/9 (Week 1)	Course Overview		
Setting the Stage			
W 1/11 (Week 1)	Structural racism in transportation / travel behavior trends	Bullard, Robert. (2004) "Anatomy of transportation racism" in <i>Highway Robbery: transportation racism & new routes to equity</i> , p. 15-33. (Webinar) Butler, Tamika. (2020). "At the Intersection: Racism and Transportation." <i>Live Move</i> . (1:00 – 41:00 minutes)	
Transportation & Land Use			
M 1/16 (Week 2)	No Class: Dr. Martin Luther King Jr. Day		
W 1/18 (Week 2)	Co-Evolution of Transportation & Land Use	Brown, J. R., Morris, E. A., & Taylor, B. D. (2009). Paved with Good Intentions: Fiscal Politics, Freeways and the 20th Century American City. <i>ACCESS Magazine</i> , 1(35). Video City Beautiful (2018) "How do cities grow?" (0:00 – 9:10 minutes)	
M 1/23 (Week 3)	Sprawl & Suburbanization	National Research Council. (2009). "Summary" in <i>Driving and the Built Environment: The Effects of Compact Development on Motorized Travel, Energy Use, and CO2 Emissions -- Special Report 298</i> . Washington, DC: The National Academies Press, p. 1-12. Stevens, M. R. (2017). Does compact development make people drive less? <i>Journal of the American Planning Association</i> , 83(1), 7-18.	Analytic Memo Outline due
W 1/25 (Week 3)	Transportation & economic outcomes	King, D. A., Smart, M. J., & Manville, M. (2019). The Poverty of the Carless: Toward Universal Auto Access. <i>Journal of Planning Education and Research</i> , 0739456X18823252.	

		Smart, M. J., & Klein, N. J. (2020). Disentangling the role of cars and transit in employment and labor earnings. <i>Transportation</i> , 47(3), 1275-1309.	
M 1/30 (Week 4)	Parking Policy	Shoup, D. (2017). Ch. 1 "The Twenty-first Century Parking Problem" in <i>The High Cost of Free Parking</i> , p. 1-15. Gabbe, CJ, Gregory Pierce, and Gordon Clowers. (2020). "How Developers Respond to Parking Reform." <i>Transfers</i> . Kirkpatrick, E., Davis, A., & Pijanowski, B. (2018). The Environmental Impacts of Parking Lots. In <i>Parking and the City</i> , p. 133-140. Routledge.	
W 2/1 (Week 4)	Transportation & gentrification	Padeiro, M., Louro, A., & da Costa, N. M. (2019). Transit-oriented development and gentrification: a systematic review. <i>Transport Reviews</i> , 39(6), 733-754. Flanagan, E., Lachapelle, U., & El-Geneidy, A. (2016). Riding tandem: Does cycling infrastructure investment mirror gentrification and privilege in Portland, OR and Chicago, IL?. <i>Research in Transportation Economics</i> , 60, 14-24.	
Transportation Finance			
M 2/6 (Week 5)	Transportation Finance Overview	Taylor. 2017. "The Geography of Urban Transportation Finance," in <i>The Geography of Urban Transportation</i> , p.247-272.	
W 2/8 (Week 5)	The Future of Finance? User fees, sales taxes, and tolls	Lewis, R., & Clark, B. Y. (2021). Retooling local transportation financing in a new mobility future. <i>Transportation Research Interdisciplinary Perspectives</i> , 10, 100388, p.1-8. Wachs, M. (2003). Local Option Transportation Taxes: Devolution as Revolution. <i>ACCESS Magazine</i> , 1(22), p. 9-15. Manville, M. (2019). Longer View: The Fairness of Congestion Pricing. <i>Transfers Magazine</i> , (3).	
M 2/13 (Week 6)	Transit Finance	Hess, D. B., & Lombardi, P. A. (2005). Governmental subsidies for public transit: History, current issues, and recent evidence. <i>Public works management & policy</i> , 10(2), 138-156. Linovski, O., Manaugh, K., & Baker, D. M. (2022). The route not taken: Equity	PPP510 Policy Brief

		and transparency in unfunded transit proposals. <i>Transport Policy</i> , 122, 77-84.	
W 2/15 (Week 6)	Transit Fare Policy	<p>Kębłowski, Wojciech. (2019). Why (not) abolish fares? Exploring the global geography of fare-free public transport. <i>Transportation</i> 47, p.2807-2835.</p> <p>Hightower, A., Ziedan, A., Crossland, C., & Brakewood, C. (2022). Current Practices and Potential Rider Benefits of Fare Capping Policies in the USA. <i>Transportation Research Record</i>, 03611981221089572.</p> <p>Brown, A. E. (2018). Fair fares? How flat and variable fares affect transit equity in Los Angeles. <i>Case Studies on Transport Policy</i>, 6(4), 765-773.</p>	Analytic Memo draft due for peer review; peer review assigned
Transportation, the Environment, and Public Health			
M 2/20 (Week 7)	NEPA & the Clean Air Act; The Environmental Review Process	<p>Le Vine & Gosselin. 2017. "Transportation and Environmental Impacts and Policy," in <i>The Geography of Urban Transportation</i>, p.273-301.</p> <p>Popovich, N. & Lu, D. (2019). "The Most Detailed Map of Auto Emissions in America." <i>The New York Times</i>.</p>	Analytic Memo peer review due
W 2/22 (Week 7)	Environmental Justice in Transportation	<p>Karner, A., Golub, A., Martens, K., & Robinson, G. (2018). Transportation and environmental justice: History and emerging practice. <i>The Routledge handbook of environmental justice</i>, p. 400-411.</p> <p>Schweitzer, L. and A. Valenzuela (2004). "Environmental injustice and transportation: The claims and the evidence," <i>Journal of Planning Literature</i>, 18(4): p.383-398.</p>	
M 2/27 (Week 8)	Transportation & Public Health	<p>Frank, L. D., Sallis, J. F., Conway, T. L., Chapman, J. E., Saelens, B. E., & Bachman, W. (2007). Many pathways from land use to health: associations between neighborhood walkability and active transportation, body mass index, and air quality. <i>Journal of the American planning Association</i>, 72(1), 75-87.</p> <p>Coveney, J., & O'dwyer, L. A. (2009). Effects of mobility and location on food access. <i>Health & place</i>, 15(1), p. 45-55.</p>	<p>Environmental Justice Activity</p> <p>Oral exam questions posted (see Canvas)</p>
W 3/1 (Week 8)	Electrifying Transportation	<p>Greene, D. (2017). "Transportation and Energy" in <i>The Geography of Urban Transportation</i>, p.302-329.</p> <p>Sperling, D. "Electric Vehicles: Approaching the Tipping Point," in</p>	

		Three Revolutions, D. Sperling (Ed.). p.21-54.	
Inter-metropolitan movement of goods and people			
M 3/6 (Week 9)	Goods movement: seaports, trucking, and shipping	Dablanc & Rodrigue. (2017). "The Geography of Urban Freight," in <i>The Geography of Urban Transportation</i> , p.34-56. Goodman, P. (2021). 'It's not sustainable' What America's port crisis looks like up close. <i>The New York Times</i> . Regan, Amelia. (2000.) What can a trucker do? ACCESS, p. 20-25.	Analytic Memo (optional revision due 3/22 at 11:59pm)
W 3/8 (Week 9)	The rise of e-commerce	TBA	Deadline for submitting choices for oral exam time slots (see Canvas)
M 3/13 (Week 10)	Intercity passenger travel / high-speed rail	Woldeamanuel, M. (2012). Evaluating the competitiveness of intercity buses in terms of sustainability indicators. <i>Journal of public transportation</i> , 15(3), p.77-96. Gordon, A. (2021). The US is not ready for high-speed rail. VICE. Lincoln Institute of Land Policy. High Speed Rail: International Lessons for US Policy Makers, p. 1-21.	
W 3/15 (Week 10)	Airports & aviation	Ryerson, M. S., & Woodburn, A. (2016). Manage flight demand or build airport capacity? ACCESS, p. 8-12 Mosbah, S., & Ryerson, M. S. (2016). Can US metropolitan areas use large commercial airports as tools to bolster regional economic growth? <i>Journal of Planning Literature</i> , 31(3), 317-333.	
Finals Week: Final oral examination; scheduled between March 20-23			

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

	PPPM 410	PPPM 510	WORK	DUE DATE
Class attendance	10%	5%	Individual	
Environmental Justice Activity	10%	5%	Individual	2/27
Discussion questions	10%	10%	Individual	Varies
Analytic Memo	40%	40%	Teams of 2	
Outline	5%	5%		1/23
Peer review	10%	10%		2/20
Memo	25%	25%		3/6
Policy Brief	--	10%	Individual	2/13
Final Oral Exam	30%	30%	Individual; may prepare together	3/20-23
	100%	100%		

CLASS ATTENDANCE (10% PPPM410 | 5% PPPM510)

You are expected to attend every class, and 10 percentage points of your overall grade reflect class attendance. You are permitted three unexcused absences. Beyond that, you will lose one participation point for every unexcused absence. For example, if you miss four classes, you will earn four attendance participation points; if you miss five classes, you will earn three points. Please communicate with me if issues arise that will mean a prolonged absence from class.

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

Class consists of many group discussions and activities, including constructively critiquing others' work and reflecting on your own. Being a strong group member requires 1) preparing for class by completing assignments, 2) contributing actively in the discussion, 3) listening and providing courteous and constructive feedback to other group members' work, and 4) reflecting on your ideas work and the ideas of others. As you work in groups, I will circulate between breakout rooms to observe your contributions. Your contribution to group work in class will make up the remaining five points for class participation.

The following points reflect the fact that there are 18 in-class sessions following our introductory day.

PPPM410

Attendance	Points	Attendance	Points
15+	10	11	6
14	9	10	5
13	8	0-9	0
12	7		

PPPM510

Attendance	Points	Attendance	Points
15+	5	11	1
14	4	0-10	0
13	3		
12	2		

DISCUSSION QUESTIONS (10%)

You must submit 10 discussion questions over the course of the quarter. Discussion questions should reflect on one or more the readings assigned for that day and be submitted via Canvas by the due date and time, one hour prior to class beginning.

Discussion questions must be submitted by 12:00pm on the day of class. Discussion questions may not be submitted late. Discussion questions are graded for completion.

ANALYTICAL MEMO (40%)

The analytic memos provide an opportunity to use Eugene as a transportation laboratory (either remotely or in person). Work in **groups of two** to prepare an 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. Additional guidelines for the analytical memo are posted on Canvas.

POLICY BRIEF (10% PPPM510 **ONLY**)

The policy brief requires you to conduct a focused evaluation of a current transportation policy issue and issue recommendations based on your findings. Additional guidelines for the policy brief are posted on Canvas.

ORAL FINAL EXAMINATION (30%)

Transportation professionals must regularly present their work—including analysis, conclusions, and proposals—in public settings. The oral examination will require you to synthesize both the required reading and the material presented in this class and to present your results orally. On February 27, I will distribute five exam questions. Graduate students must prepare for all five questions; undergraduate students must prepare for any three of the questions. Exams will be held in groups of three during a 60-minute block between March 20-23. You will present on one of the exam topics, drawn at random, and respond to questions from both the instructor and two other classmates. The exam will be evaluated on the content and effectiveness of your presentations, questions, and responses. Additional information on the final oral examination can be found on Canvas.

GRADUATE/UNDERGRADUATE DIFFERENTIATION

Students enrolled in PPPM510 (graduate) must prepare for two additional questions (5 instead of 3) for the final oral exam and must submit a policy brief.

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 rubric that will be used to grade all written assignments can be found at the end of this syllabus.

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. 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. Extensions should be requested prior to the due date. Note that discussion questions will not be accepted late.

COURSE INCOMPLETE POLICY

A grade of **"I" (Incomplete)** represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria. The student:

- has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- has been active in the course;

- is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (End of Week 7 of Fall/Winter/Spring terms; variable dates for summer courses);
- is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- requests an Incomplete by the published deadline

An Incomplete shall not be recorded by the instructor unless a contract between the instructor and student has been completed and filed appropriately.

General Process for Incompletes (operational details to be determined in coordination between the Office of the Provost and the University Registrar)

- Incompletes are initiated by the student (initiate an incomplete request [here](#))
- Student contacts instructor and requests Incomplete by 5pm on the last day of finals week.
- If the instructor agrees that the student meets the criteria, the instructor and the student complete a contract outlining how the Incomplete can be resolved, the deadline for resolving the incomplete, and the default grade should the student not complete the agreed upon work. The default grade is the grade the student would receive according to the syllabus grade guidelines with no credit for the missing work.
- This form is filed.
- The missing work indicated on the form must be completed by the earlier of:
 - Grading deadline of the term the student applied to graduate, or
 - Deadline stated on the Incomplete Request Form **can be extended at the discretion of the instructor, or*
- The day grades are due one academic year later

Request an incomplete or read the full UO Incomplete Policy [here](#).

WRITTEN ASSIGNMENTS: OPPORTUNITIES FOR HIGHER GRADES THROUGH REVISIONS

Writing is a critical skill, no matter what job or field you enter. The surest way to be a good writer to practice, practice, practice, and edit, edit, edit.

The Policy Brief (PPPM510) and Analytic Memo (PPPM410 and PPPM510) may be revised for up to one letter grade higher. For example, a paper that received a B- may be revised to receive an A-. Revisions are due one week (7 calendar days, including weekends) from the date that comments and grades are returned to you. For example, if comments are returned on February 2, then revisions are due February 9th by 11:59pm.

Re-submitted work must include two things:

1. A brief revision memo (less than half a page) that outlines the changes you made to the revised document based on instructor feedback and 2) a revised assignment.
2. Resubmissions should be submitted via Canvas (upload to the original assignment page) no later than 11:59pm on the due date.

In order to receive a higher grade for the revised work, you must review and address all annotated comments received on the original submission.

COURSE POLICIES

ATTENDANCE AND ABSENCE

Students are expected to attend all classes and attendance and participation are reflected in your course grade. If you miss a class, please arrange to get notes from a classmate. Classes will not be recorded. All

lecture slides, however, will be posted on Canvas before class. If you miss a class, please read the readings assigned for the day, review course slides, and make up any assigned lab or other work per the course schedule.

In-class work is central to meeting our learning objectives. Students may miss three classes this term, regardless of the reason, not including exam days. This means we do not have “excused” or “unexcused” absences except—as is the case for all UO classes—in the cases of religious observances, AEC accommodations, and University-sponsored events with signed documentation presented as early in the term as possible but at least a week ahead of the planned absence or need for accommodation. The course absence policy is designed to reflect the possible to need to miss class due to illness; please use your absences with care so they're there for you if you need them.

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 success important to me. If challenges come up for you this term around attendance, please contact me as soon as you can so we can work to identify resources or strategies to support you and your learning.

CLASS CONDUCT

In order to create a classroom in which all students are comfortable expressing their perspectives and opinions, I ask that students approach the readings and others' contributions with an open mind and a willingness to question one's own assumptions and biases. It is important that we create an atmosphere of debate and discussion, but you should be respectful of others at all times. When disagreeing with someone or something that has been said, it is important to focus on the content and not the person delivering that content. As both a student and a professional you should recognize that your language and actions should be inclusive of all people regardless of their country of origin, religion, race, ethnicity, gender, sexual orientation, and political views. Language or action that is abusive or discriminatory will not be tolerated and is against the University Student Code of Conduct policies.

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.

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

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/>

phone or live chat:

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.

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 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.

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.

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.

In the event that the instructor of this course has to quarantine, the 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.

PLAGIARISM

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