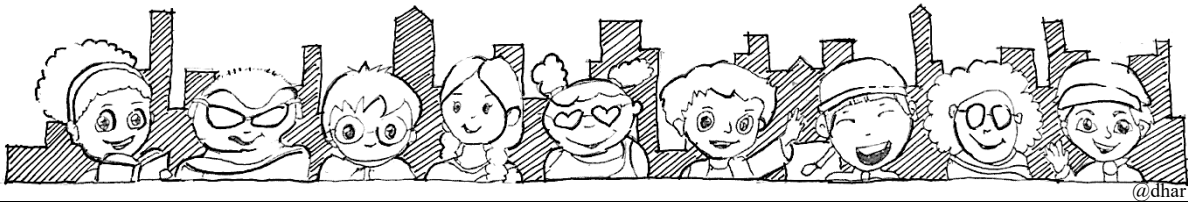




School of Planning, Public Policy and Management

PPPM 321: Inclusive Urbanism

Fall 2023



Instructor: Tapan Dhar, Ph.D.

Class Hours: M & W/12-1:20 pm, Class location: GER 302

Office hour: F/11am-12pm; Office: 109 Hendricks Hall

email: dhar@uoregon.edu

Course Overview

Inclusive Urbanism, a four-credit course, investigates the relationship between a city's physical form and its effect on urban life for residents. The course examines this relationship at different levels (a building, neighborhood, district, and city), drawing upon multiple planning perspectives (architecture, planning, public policy, landscape architecture, law, social science, and environmental studies),

Group differentiation is an inevitable and desirable aspect of a city's social processes, but better institutions and more inclusive city planning can promote the reproduction of and respect for group differences without oppression. You will learn how power relations among state authority, economic ownership, and urban residents affect the urban planning process and its result and how spatial relations have caused injustice over the past centuries, particularly since the latter half of the last century.

This course sheds light on critical topics such as inequality, segregation, justice and their interconnections with urban planning and design. It also delves into global trends in segregation, using case studies to illustrate these patterns. Throughout the course, there will be discussions on the role of urban planning and design in mitigating spatial inequality within urban areas. Also, based on case studies, we will explore various policy responses categorized as place-based, people-based, and connectivity-based strategies aimed at disrupting this cycle of segregation. These insights will enable you to engage in urban planning for inclusivity and equity actively.

Welcome! I am committed to the success of all students in this course, and I look forward to the learning, questioning, and growing that we will do together this term.



Objectives

After completing this course, you should be able to

1. examine the relationship between urbanism and diverse communities of people and neighborhoods at various scales
2. understand urban planning policy trends and their influences behind the reshaping of geographies of race, class, and immigration in the metropolis
3. question the conventional city planning model and analyze how a new approach could be wide-ranging and hospitable to all residents, regardless of demographic
4. understand how better policies—place-based, people-based, and connectivity-based-responses—can change/enhance inclusivity

Course Materials

No textbook is required for this course. Required readings will be posted on Canvas. Students are advised to complete the required readings before the lecture.

Course Modality and Structure:

This is an in-person course, which means that, unlike asynchronous online/ASYNC WEB courses, we will meet during scheduled class meeting times in GER 302. Classes usually include a mixture of lectures, discussions, activities, and guest speakers. To ensure the success and enjoyment of this course, your active participation and preparedness are of utmost importance. The course has three modules. Module 1 examines different planning approaches and policies over the past decades that resulted in injustice and exclusion in different sectors, including land use planning, housing, and transit. Apart from presenting a historical overview, we focus on recent trends and best practices worldwide. Module 2 focuses more on deeper contents of inclusivity and justice in urban areas and clarifies patterns and different dimensions of exclusion and segregation. Lastly, Module 3 explores contemporary theories and practices as well as planning actions that can promote inclusive urbanism.

Technical Requirements

Canvas is the place to go for course information and engagement outside of class time. To access our course Canvas site, log into canvas.uoregon.edu using your DuckID. If you have questions about using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone (541-346-4357) or by [live chat on the Live Help webpage](#).

Course Policies

How will I communicate with you?

Our class will communicate through our Canvas site. Announcements and emails are archived there, automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications. When I need to get in touch with individual students, I do so through email. When giving feedback on assignments, I do so in Canvas, and turnaround time for feedback is generally one week.

*How can you communicate with me?*

If your question (or comment) is

- *a practical, yes/no* one about an assignment, reading, or other component of our class, please post your question on the Discussion thread titled “Class Questions and Answers,” which I respond to daily, and where your peers can also pose questions and share answers.
- *about a technical challenge* with Canvas or another technology, please contact the UO Service Portal.
- *about course content or activities, about something personal, time sensitive, or something else* that doesn’t feel like it fits above, please reach out to me by email or by attending office hours!

Please mention PPPM 321: [write your subject] in the subject line when you email me. I respond to emails/questions regularly. If you don’t hear back from me within 48 hours, I encourage you to re-send the email.

Why should you communicate with me?

I enjoy talking with students about our course material! Are you 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! Please also be in touch to tell me how you are doing in the course. If you are having trouble with some aspect of it, I would like to strategize with you. I believe every student can succeed in this course, and I care about your success.

During 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 student’s post-graduation goals, might identify more supportive methods to study for a future exam or to begin a project, or any number of other topics. Some students have never been to an instructor’s office hours—if that is you, please change that this term by attending! Feel free to come with a peer if that is useful for you. Regardless of the format, I look forward to connecting!

Course content and schedule (subject to change)

Week	Date	Description/ theme	Readings/references	Due
W1	Sep 27	Introduction		
W2	Oct 2	Inclusive urbanism: an overview	<p>Farhadi, B (2016). Identity and the City: Thinking Through Diversity, In <i>Subdivided: City-Building in an Age of Hyper-Diversity</i>, in Pitter, J. and Lorinc J. (eds.) Toronto: Coach House Press. pp 13-30</p> <p>Fainstein, (2009), Planning and the Just City, In <i>Searching for the Just City: Debates in urban theory and Practice</i>, Marcuse, Peter, et al. (eds), pp. 19-39</p> <p><u>Optional readings:</u> Garcia, I., Garfinkel-Castro, A., and Pfeiffer, D. <i>PAS Report 593: Planning with Diverse Communities</i>. American Planning Association. (Chapter 1: The Importance of Planning with Diverse Communities, 8-18)</p>	R1



Module 1: (In)justice in planning approaches, policies, and practices by sectors				
	Oct 04	Housing and land use planning, and suburbs	<p>Rothstein, R. (2017). <i>The Color of Law: A Forgotten History of How Our government Segregated America</i>. (Chapter 3: Racial Zoning, 39-58)</p> <p>Struggling to Embrace Difference in Land-Use Decision Making in Multicultural Communities.” <i>Planning Practice & Research</i>, 20(4): 355–71.</p> <p><u>Optional readings:</u></p> <p>Garcia, I., Garfinkel-Castro, A., and Pfeiffer, D. <i>PAS Report 593: Planning with Diverse Communities</i>. American Planning Association. (Chapter 3: Diverse Places and Planning Challenges, 38-50)</p>	R2
W3	Oct 09	Indigenous People’ Day	We may meet at Museum of Natural and Cultural History 1680 E 15 th Av. (Activity TBA)	
	Oct 11	Guest speaker:	Fabio Andrade Equity & Community Engagement Manager City of Eugene, OR	
W4	Oct 16	Public spaces and urban justice	<p>“Public life & urban justice in NYC’s plazas” by Gehl Studio and J. Max Bond Center (2015). https://static1.squarespace.com/static/5b5dfb72697a9837b1f6751b/t/5b7d8b0cf950b77b3b54bc6c/1_534954270096/PublicLifeUrbanJustice.pdf</p> <p>Low, S. and Iveson, K. (2016) Propositions for More Just Urban Public Spaces, <i>City</i>, 20(1): 10-31.</p> <p><u>Optional readings</u></p> <p>Barreiro, F., & Gonzalez, O. (2020). The production of intercultural urban landscapes, a multi-scalar approach: the case of Ballarò, Palermo. <i>Urban Design International</i>, 25(3), 250-265.</p>	R3
	Oct 18	Public Transit and equity	Guest Speaker: Khan Rahaman, PhD Transit Planner, Halifax Regional Municipality, Halifax, NS, Canada.	
W5	Oct 23	Public education and schools	<p>Lareau, A., & Horvat, E. M. (1999). Moments of Social Inclusion and Exclusion Race, Class, and Cultural Capital in Family-School Relationships. <i>Sociology of Education</i>, 72(1), 37–53.</p> <p>Feld, M. M. (1989). The Yonkers case and its implications for the teaching and practice of planning. <i>Journal of Planning Education and Research</i>, 8(3), 169-175</p> <p><u>Optional:</u></p> <p>Feld, M. M., & Hohman Jr, J. D. (1989). Planning leadership: A tale of two cities. American Planning Association. <i>Journal of the American Planning Association</i>, 55(4), 479.</p>	R4
	Oct 25	Workshop (Assignment 3): Assessment of urban justice		
Module 2: Understanding patterns of Injustice/exclusion/segregation				
W6	Oct 30	People of color	<p>Rothstein, R. (2017). <i>The color of law: A forgotten history of how our government segregated America</i>. Liveright Publishing (Chapter 1: if it is Sans Francisco then everywhere)</p> <p>Camarillo, A. M. (2007). Cities of Color: The New Racial Frontier in California’s Minority-Majority Cities. <i>Pacific Historical Review</i>, 76(1), 1–28</p> <p><u>Optional readings:</u></p> <p>Kenyatta, J-M. (2023) When Diversity Lost the Beat: Reviving the Hidden Rhythms of Black Urbanism in U.S. Planning Literature from 1990–2020. <i>Journal of the American Planning Association</i>.</p> <p>Lockwood, B. (2020) The History of Redlining. https://www.thoughtco.com/redlining-definition-4157858</p>	R5, Presentation



	Nov 01	Genders and LGBTQIA+	<p>The World Bank (2020), <i>Handbook for Gender-Inclusive Urban Planning and Design</i>. The World Bank, Washington DC. (Chapter 2: Why gender-inclusive planning and design? pp.25-48)</p> <p>Doan, P. L. (2007). Queers in the American City: Transgendered Perceptions of Urban Space. <i>Gender, Place and Culture</i>, 14(1), 57-74.</p> <p><u>Optional readings</u> Cities for women: https://www.citiesalliance.org/how-we-work/global-programmes/cities-women/overview</p>	R6, Presentation
W7	Nov 06	Immigrants, refugees, and homelessness	<p>Carlos Teixeira and Barry Halliday (2010) Introduction: immigration, Housing and Homelessness, <i>Canadian Issues</i>, Fall: 3-7</p> <p>Kim, A. et al. (2018). Planning with Unauthorized Immigrant Communities: What Can Cities Do? <i>Journal of Planning Literature</i>, 33(1), 3-16.</p> <p><u>Optional readings</u> Eugene-Springfield Consolidated Plan 2010 (Homelessness, pp. 61-74)</p>	R7, Presentation
	Nov 08	Religion and faith	<p>Manouchehrifar, B., and Forester, J. (2021) Rethinking Religion and Secularism in Urban Planning, <i>Planning Theory & Practice</i>, 22(2), 269-317</p> <p>Johnson, A. M., & Miles, R. (2014). Toward more inclusive public spaces: Learning from the everyday experiences of Muslim Arab women in New York City. <i>Environment and Planning A</i>, 46(8), 1892-1907.</p> <p><u>Optional readings</u> Nasser, N. (2004). Southhall's Kaleido-scape: A Study in the Changing Morphology of a West London Suburb. <i>Built Environment</i>, 30(1), 76-103.</p>	R8, Presentation
W8	Nov 13	People with disabilities	<p>Hahn, H. (1986). Disability and the Urban Environment: A Perspective on Los Angeles. <i>Environment and Planning D: Society and Space</i>, 4(3), 273-288.</p> <p>Michael, Y., Green, M., and Farquhar, S. (2006). Neighborhood Design and Active Aging. <i>Health & Place</i>, 12(4), 734-740. (to be downloaded)</p> <p>Optional: ITDP (n.d.) Access and Persons with Disabilities in Urban Areas</p>	R9, Presentation
	Nov 15	Native/Indigenous population	<p>Berke, P. R., Ericksen, N., Crawford, J., & Dixon, J. (2002). Planning and indigenous people: Human rights and environmental protection in New Zealand. <i>Journal of Planning Education and Research</i>, 22(2), 115-134.</p> <p>Lane, M. B., & Hibbard, M. (2005). Doing it for Themselves: Transformative Planning by Indigenous Peoples. <i>Journal of Planning Education and Research</i>, 25(2), 172-184.</p> <p><u>Optional readings</u> Wotherspoon, T., & Hansen, J. (2013). The "Idle No More" movement: paradoxes of first nations inclusion in the Canadian context. <i>Social Inclusion</i>, 1(1), 21-36</p> <p>Framework for City of Reconciliation, Vancouver, Canada (2014)</p>	R10, Presentation
Module 3: Toward building inclusive cities and equitable neighborhoods				
W9	Nov 20	Theories & normative approaches	<p>Davidoff, P., (1965). Advocacy and Pluralism in Planning. <i>Journal of American Institute of Planners</i> 31(4): 331 – 338.</p> <p>Fainstein, S. (2005). Cities and Diversity: Should We Want It? Can We Plan for It? <i>Urban Affairs Review</i>, 41(1), 3-19.</p> <p><u>Optional readings:</u></p>	R11



			Anttiroiko, A. and Jong, M. (2021), <i>The Inclusive City: The Theory and Practice of Creating Shared Urban Prosperity</i> , Palgrave: Cham, Switzerland (Chapter 5: Policymaking for Inclusive cities. pp.59-74)	
	Nov 22	Planning practice: role of professionals and local governments	Garcia, I., Garfinkel-Castro, A., and Pfeiffer, D. <i>PAS Report 593: Planning with Diverse Communities</i> . American Planning Association. (Chapter 5: Tools for Planning with Diversity, 76-112). Tossutti, L. (2012). Municipal Roles in Immigrant Settlement, Integration and Cultural Diversity. <i>Canadian Journal of Political Science/Revue Canadienne De Science Politique</i> , 45(3), 607-633 <u>Optional readings</u> ADB (2017) <i>Enabling Inclusive Cities: Tool Kit for Inclusive Urban Development</i> . Asian Development Bank. https://www.adb.org/documents/enabling-inclusive-cities	R12
W10	Nov 27	Guest speaker	Jillian Girard Empowering Change through Research, Portland, OR	Assignment 3
	Nov 29	Review and Conclusion	Garcia, et al., D. <i>PAS Report 593: Planning with Diverse Communities</i> . American Planning Association. (Chapter 6: Toward a more diverse and equitable future, 114)	

Assignments:

Assignment 1. Reflection on reading materials: 25%

Students are required to submit their reflections on assigned readings. See the class schedule when you need this. It should not be a summary or abstract of assigned materials but a short paper (about 100 words) of your analytical insights with a concluding *question*. You will receive full credit after you post your initial response and then a reply respectfully to a response posted by your peer. A few *questions* are to be discussed in class. The initial response (along with the question) is due one day before the respective class, and your response to your peer is due before the class time. I encourage you to participate in all these reading assignments, but skipping up to two will not impact your grades.

Assignment 2. Group presentation and discussion: 25%

Students (a team of 3) work on the different patterns of exclusion listed in Module 3 and make a 20-25 minute presentation. Two groups will work on one single topic, as listed in Module 2, separately and present on the day as assigned. Many cities worldwide have developed and implemented different planning approaches/policies/action plans to promote inclusiveness and urban justice. The first part of this study includes a background study. Based on the readings provided, each team will present the background and impacts of each pattern on human well-being. You are welcome to use additional materials. In the second part, each team will find planning policies or action plans for two different cities/municipalities (i.e., case studies). Many cities worldwide have developed and implemented such action plans or planning approaches/policies to promote inclusiveness and urban justice. In this presentation, you will identify inclusive urbanism policies/actions (or policy gaps, if any) that aim to address the exclusion/issue discussed in the first part. Each team will lead follow-up discussions afterward. See more on Canvas.



Assignment 3. A study on Urban life and urban justice: 30%

It's a survey-based project. Each student will study the diversity, inclusion, and social connectivity of public spaces and assess urban justice based on the 11 urban justice indicators developed by Gehl Studio and J. Max Bond Center on Design and the Just City. These are Equity, Choice, Access, Connectivity, Diversity, Ownership, Participation, Inclusion / Belonging, Beauty, Creative Innovation, and Health and Wellness (as we will learn in Week 4). However, you are required to use any five indicators from the list.

In this assignment, each student will visit a specific urban space in the Eugene or Springfield area over multiple days/times and select two public spaces. The spaces should be urban spaces at any scale—your house, city, neighborhood, school - the places you visit. It is critical, you select a space you can easily and safely return to multiple times during the term. Students will write a maximum three-page paper (single space, 12-point font) on their observations considering any five indicators and should take five to eight digital photos. Post on the course website on Canvas and bring a hard copy of the assignment to class for peer review. The core of the assignment asks who benefits from urban spaces and how inclusive they are. This assignment is due on Nov 27. See more on Canvas

Assignment 4. Class participation: 20%

You are expected to participate in different forms of class activities to respond to discussion questions assigned in the class. You are required to prepare discussion notes (one page long) and submit them to Canvas.

Acknowledgement:

I acknowledge that this course builds on syllabi and course materials by prepared by many faculties, especially Prof. John Arroyo.

Classroom Behaviors

All members of the class (both students and instructor) can expect to: *Participate and Contribute:* All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others.

While all students should participate, participation is not just talking, and a range of participation activities support learning. Participation might look like speaking aloud in the full class and in small groups as well as submitting questions prior to class or engaging with Discussion posts. 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: Part of how we learn together is by learning from one another. To do this effectively, 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. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Guidelines for using Canvas Discussion:

- Use subject lines that clearly communicate the content of your post
- Write concisely, and be aware that humor or sarcasm doesn't always translate in writing.
- Be supportive and considerate when replying to others' posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
- Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
- Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).

Contribute and interact often!

Absences

I will accommodate absences as described in the Absences policy below. If you need additional flexibility, UO encourages you to consider ASYNC WEB courses. If you need accommodation related to a medical or other disability, you can request those by working with the Accessible Education Center. Students may miss four 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 four absences if you are sick.

We know our UO community will still be navigating COVID-19, and some students will need to use some of their four 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.

In-class work is central to meeting our learning objectives. Your active participation in discussion and other forms of class activities, representing 20% of the total grade, is required. Because of this, students who miss six or more classes may fail the course.

Your success is genuinely 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.

Course Deadlines and Late Work

In this course you will see "best by" due dates. This kind of deadline does not prescribe penalties for lateness, but does communicate to you when you should strive to have your work completed to succeed in this class. While you may turn your assignments in at any time, you will find that a pattern of late submissions will not support your learning, as we will have moved on to additional concepts. Feedback for assignments submitted after the "best by" date



may receive delayed feedback. For best learning results, submit assignments within the “best by” window, and get my feedback within the week!

Generative Artificial Intelligence Use

Students may not use GenAI tools in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you’ve completed for previous courses or are developing for other courses this term also should not be submitted for this course. In accordance with UO policy, if I believe you’ve handed in work created all or in part by GenAI, I will submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. If you have any questions or doubts, please ask!

University Policies:

Access and Accommodations

The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. If you have or think you have a disability (<https://aec.uoregon.edu/content/what-disability>) and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoaec@uoregon.edu.

Accommodations for Religious Observances

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 Wellbeing

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

[University Health Services](#) helps 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).

Basic Needs

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource page](#) for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support. If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by [scheduling an appointment](#) with an advocate.

Respect for Diversity

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students' legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. You may also notify the [Home Department] at [contact information]. For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website](#) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website](#) or by phone (at 541-346-3479).

Academic Integrity

The [University Student Conduct Code](#) defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without "the express written permission of the instructor(s)." Academic misconduct is prohibited at UO. I will report all suspected misconduct to the Office of Student Conduct and Community Standards. If the Office finds a student has committed misconduct, consequences can include of the relevant assignment or exam, or of the course.



While unauthorized help and use of sources without citation is prohibited, learning together and citing sources is crucial! Each assignment and assessment will have a note about whether and how you might work with others so that you can clearly act with academic integrity. All assignments will use [insert citation method], and you can find support in using [citation method] at the [UO Libraries' Citation Guides research guide](#).

If at any point in the term you are unsure about whether a behavior aligns with academic integrity in our course, please contact me. I view student questions about academic integrity as a desire to act with integrity, so I welcome your questions.

Student Experience Surveys

The midway and end-of-term Student Experience Surveys will be conducted in class on Oct 25 (subject to change). These happen during week five, then week 10. These are important opportunities to provide feedback about your learning experiences. I value this feedback and am continually improving the course with students' responses in mind. The key parts of the survey are the open-ended questions where you share concrete, actionable feedback and about the teaching practices that stand out to you. Thank you for your thoughtful reflections!

Reporting Obligations

I am an assisting employee. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at [UO's How to Get Support](#) webpage.

I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#)."

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.

Inclement Weather

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.