



School of Planning, Public Policy and Management



PPPM 399- Urban Transportation (Fall 2023)

Basic Information

Instructor: Dr. Shengxiao (Alex) Li, lsx@uoregon.edu

Meeting Time: 2:00 PM-3:20 PM, Mondays and Wednesdays Sep 27, 2023 – Nov. 29, 2023

Class Location: 144 HEDCO Education Building

Office hours: Tuesdays 2 PM-5P, Hendricks 107/Zoom, appointment lsx.youcanbook.me

Course Descriptions

Transportation is essential for people to move around and access destinations. This course introduces the basic knowledge related to urban transportation planning and management. This course focuses on the urban transportation policies and practices in the U.S., though it might involve some best practices from other countries. The course overviews how transportation interacts with the social, economic, environmental, and technological systems. During the course, students will learn the history and planning process for urban transportation, measurements of transportation system performances, and policies related to building multimodal transportation systems, such as parking policies, transit policies, and planning for bicycles. Students will also use a variety of tools to collect data and issue recommendations for sustainable and equitable transportation systems.

Learning Objectives

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

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

Assessment of these objectives will be accomplished by:

- Lectures and class participation: Links with objectives 1, 2, 3, 4, 5
- Readings and mini lectures: Links with objectives 1, 2, 3, 5
- Guest lectures: Links with objective 1, 2, 3, 4, and 5
- Travel data policy brief: Links with objectives 2, 4, and 5
- Long-range transportation plan review and final project: Links with objectives 1, 2, 3, 5

Course Materials

No textbook is required for this course; all reading materials are posted on Canvas under Modules. All readings in the table below are required and should be read prior to the start of class on the day for which they are assigned. All of them are accessible materials published in top planning and transportation journals. Additional optional readings, which can be used as resources in course assignments, are posted on Canvas (Modules and Syllabus section). The course will also use other practical materials, such as long-range transportation plans and national-level travel survey materials to supplement the learning goals.

Course Modality

This is an in-person course: that means that, unlike asynchronous online/ASYNCR WEB courses, we will meet during scheduled class meeting times in classrooms. 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>) Please refer to the above section about Class Attendance to review course policies around attendance.

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](#).

Weekly Schedule of Topics and Assignments

Date	Topic	Required Readings	Assignments Due
Setting the Stage			
W 9/27 (Week 1)	Overview of the course	No reading today.	
M 10/2 (Week 2)	Introduction to Transportation Planning History in the U.S.	Brown, J. R., Morris, E. A., & Taylor, B. D. (2009). Planning for cars in cities: Planners, engineers, and freeways in the 20th century. <i>Journal of the American Planning Association</i> , 75(2), 161-177.	
Transportation Planning Processes			
W 10/4 (Week 2)	Community engagement in transportation planning	Karner, A., London, J., Rowangould, D., & Manaugh, K. (2020). From transportation equity to transportation justice: within, through, and beyond the state. <i>Journal of Planning Literature</i> , 35(4), 440-459. Community engagement workshop	
M 10/9	Regional Planning	Sciara, G. C. (2017). Metropolitan transportation planning: Lessons from the	

Date	Topic	Required Readings	Assignments Due
(Week 3)	Process and Challenges	past, institutions for the future. <i>Journal of the American Planning Association</i> , 83(3), 262-276.	
Congestion & Roadway Finance			
W 10/11 (Week 3)	Congestion, mobility, and accessibility	Metz, D. (2008). The myth of travel time saving. <i>Transport Reviews</i> , 28(3), 321-336.	Mini lecture 1: Federal requirements for transportation equity
M 10/16 (Week 4)	Transportation finance	Yusuf, J.E., O'Connell, L. and Abutabenjeh, S., 2011. Paying for locally owned roads: A crisis in local government highway finance. <i>Public Works Management & Policy</i> , 16(3), pp.250-269.	Mini lecture 2: Local sales tax in California
Parking and Solutions			
W 10/18 (Week 4)	Parking minimums	Shoup, D. C. (1999). The trouble with minimum parking requirements. <i>Transportation Research Part A: Policy and Practice</i> , 33(7-8), 549-574.	Mini lecture 3: Garages to small housing units Plan review (20%) due 10/22 5 PM
M 10/23 (Week 5)	Solutions	Guest lecture: parking reform in Eugene No reading today. Reid Verner, Land Use Supervisor, City of Eugene	Mini lecture 4: Parking benefit districts
Transportation data			
W 10/25 (Week 5)	National Household Travel Survey	Wang, Xize, and John L. Renne. "Socioeconomics of Urban Travel in the US: Evidence from the 2017 NHTS." <i>Transportation Research Part D: Transport and Environment</i> 116 (2023): 103622.	
Public transit			
M 10/30 (Week 6)	Transit trends and the intersection with housing	Manville, M., Taylor, B. D., Blumenberg, E., & Schouten, A. (2023). Vehicle access and falling transit ridership: evidence from Southern California. <i>Transportation</i> , 50(1), 303-329.	Mini lecture 5: Transit-oriented development Group project outline (10%) due 10/31 5 PM
W 11/1 (Week 6)	Route & network design	Guest lecture by Andrew Martin, Development Planner, Lane Transit District No reading today.	
M 11/6 (Week 7)	Shared mobility	Cervero, R. (2017). Mobility niches: jitneys to robo-taxis. <i>Journal of the American Planning Association</i> , 83(4), 404-412.	Mini lecture 6: the application of ride-hailing services in health

Date	Topic	Required Readings	Assignments Due
Transportation and Land Use			
W 11/8 (Week 7)	Jobs-housing balance revisited	Giuliano, G. (1995). The weakening transportation-land use connection. <i>Access Spring</i> 6, 3-11. Cervero, R., & Landis, J. (1995). The transportation-land use connection still matters. <i>Access Magazine</i> , 1(7), 2-11	Mini lecture 7: spatial mismatch and transportation
M 11/13 (Week 8)	Smart growth and urban design	Crane, R. (2000). The influence of urban form on travel: an interpretive review. <i>Journal of Planning Literature</i> , 15(1), 3-23.	Transportation data policy report (15%) due 11/14 5 PM
Bicycle & Pedestrian Planning			
W 11/15 (Week 8)	Bike & pedestrian planning	Pucher, J., Dill, J., & Handy, S. (2010). Infrastructure, programs, and policies to increase bicycling: An international review. <i>Preventive Medicine</i> , 50, S106-S125.	Mini lecture 8: Public finance for bicycle and pedestrian infrastructure
M 11/20 (Week 9)	Transportation safety	Combs, T. S., McDonald, N. C., & Leimenstoll, W. (2020). Evolution in local traffic impact assessment practices. <i>Journal of Planning Education and Research</i> , 0739456X20908928.	Mini lecture 9: Vision zero
Planning for future			
W 11/22 (Week 9)	Demographic change and transportation	McDonald, N. C. (2015). Are millennials really the “go-nowhere” generation?. <i>Journal of the American Planning Association</i> , 81(2), 90-103.	Mini lecture 10: Older people and transportation
M 11/27 (Week 10)	Planning for autonomous and electric vehicles	Guerra, E. (2016). Planning for cars that drive themselves: Metropolitan planning organizations, regional transportation plans, and autonomous vehicles. <i>Journal of Planning Education and Research</i> , 36(2), 210-224.	
W 11/29 (Week 10)	Putting together	Summary of the course/Q and A	Final project report (25%) due 12/10 5 PM

Assignment Components and Grading

Students should submit all assignments online via Canvas as described below. Responses to discussion questions should be posted on the discussion section. All other assignments should be submitted in **Assignments** section on Canvas. If you have technical issues submitting your assignment, take a screenshot of your computer screen showing the error and email me immediately with both the screenshot and assignment attached.

An Overview of Assignments

	<u>% of grade</u>	<u>Due Date</u>
Class participation	25 %	
Class attendance	10 %	
Readings	10 %	Before every class
Mini lecture (4 students/group)	5 %	Before every class
Individual assignments	35 %	
Plan review	20 %	10/22
NHTS report	15 %	11/14
Final group project	40 %	
Outline	10 %	10/31
Final Paper	30 %	12/10 at 5 PM
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Note that you can choose to resubmit **ONE** of the **INDIVIDUAL ASSIGNMENTS** before 11/28.

I hope both the regular deadline and some built-in flexibility supports your work in the course.

Detailed Requirements for Assignments

Class Participation (25%): Class Attendance and in-class discussions (10%) + Readings (10%) + Mini lectures (5%)

Class Attendance and in-class discussions (10%): Regular class attendance and participation in class-wide discussions are essential. Class attendance and discussions consist of 10% of your grades. Students can miss at most **three** classes regardless of the reason. This means we do not have “excused” or “unexcused” absences. Please stay home and use one of your three absences if you are sick. Please see the university policies on absences [here](#). Every missed class beyond 3 results in 0.5 point off your final grade.

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.

In every class, I will check attendance in various ways, for example, asking you to write takeaways for class before you leave the classroom, and asking you to sign up a check-in sheet.

These activities can happen anytime during the class, for example, before the class starts, during the class activities, and after the class.

Discussion is also a part of the attendance. Students are expected to read materials before class, contribute to the class activities, ask questions in and outside the class.

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.

Readings (10%): Readings before class are critical to the success of this class. Students should submit their discussion answers on the **Discussion** section of Canvas **before 1 pm** on the class day. Reading responses should be based on your reading of the required article. Sometimes I also ask students to use the knowledge you have learned so far to discuss. Every discussion response should be no less than 150 words and students need to address all four questions. Students have to submit at least 10 responses. I will review your answers before every class and address your questions in class before or after lectures. Those who are active in responses to required readings and wrote high-quality replies will get bonus grades (see the bonus credit instructions below).

Mini lectures (5%) : “Learning by teaching” is an effective teaching approach to achieve learning outcomes. This is an approach in which students learn through teaching other students. In this class, I will give student groups (4 students per group) opportunities to give mini lectures for 5-8 minutes in 10 class sessions. Students will give a lecture on an important paper in transportation planning/policy. Full assignment details are included on Canvas. Students should submit their slides before class. **Mini lectures should be submitted an hour before the class starts.**

Individual assignments (35%): Plan review (20%) + travel data policy report (15%)

Plan review (20%): Regional transportation planning is a blueprint for future multimodal transportation systems. Regional transportation plans are developed by the Metropolitan Planning Organizations (MPOs) and set the goals for regional transportation planning, strategies for regional governance and finance, as well as identify the strategies and challenges in plan implementation. The regional transportation plan is one of the most important documents to learn transportation planning processes and strategies and is a desirable material for urban planning and public management students to learn regional transportation planning practices. Every student in the class should review the plan based on draws in the class according to the detailed requirements on Canvas. Please note that the plan review will build the foundation for your final project. A sample plan review will be posted on Canvas for reference.

Travel data policy report (15%): National Household Travel Survey (NHTS) is the most authoritative data source to examine how Americans travel and issue transportation policies. It showcases how to collect, clean, compile, and analyze travel survey data. To achieve the learning goal 4 “Collect and present data to inform transportation decision-making”, this class also requires every student to be able to read and use NHTS data using the online tool and combine

with the existing literature to examine important transportation and daily travel issues at the national level. Every student is asked to finish a policy brief and issue proper transportation recommendations based on the data. Please find the detailed requirements on Canvas.

Final Group project (40%): Outline (10%) + Final paper (30%)

Students should formulate groups (2-4 persons for a group) and finish a report based on at least two MPOs' transportation plans at the end of the quarter. The final project should focus on a practical inquiry, for example, how do the MPOs address transportation for people with disabilities? How do two MPOs play different roles in regional transportation finance? The report should use theories, policies, and histories of transportation planning you have learned throughout the class and adopt a comparative perspective in writing the report. The report should compare and contrast different priorities, strategies, and governance structures in regional MPOs. The final report should fall between 3,500 and 5,000 words (not including the tables, figures, and references). To value individual work and contributions, the instructor will ask students to write a contribution statement as part of the project outline. Students who prefer individual grades can send me emails when they submit the final projects.

The final project contributes 40 % of the final grade and is evaluated based on an outline (10%) and a final report (30 %). Please find the detailed requirements on Canvas. A template for the outline and a sample final report will also be provided.

Bonus Grades

The instructor provides several ways for students to get bonus grades up to 3 points through teaching evaluations and additional reading reflections. The teaching evaluation is a great source for the instructor to improve his teaching. All students are encouraged to submit their score and comment evaluations about the course and the instructor for the middle and end of the course. I will give students time in class to finish the surveys, submit proofs, and get bonus grades. Students can upload screenshots to prove the completion of course evaluations and obtain a bonus score of 0.5 for each of the surveys.

In addition to surveys, I also provide bonus scores for participation. You can earn grades in three ways: (1) in addition to the 10 required discussion replies, you can 0.5 for 1 additional reading discussion submission. (2) Students who have high-quality discussions will get bonus grades based on the quantity of high-quality discussions. (3) I will provide several community engagement opportunities along the quarter. Students can participate in these activities to earn bonus points. Attending one activity and submitting proof can earn an additional score.

Writing Expectations

All written assignments are expected to be presented in professional formats and free of grammatical or spelling errors. Writing concisely is a skill. 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 assignments and final project report (except for reading reflections) should begin with a brief introduction (background and context) and end with a conclusion (findings, recommendations, etc.). 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 (Chicago, APA, etc.) so long as you are consistent.
- **Please use active voice whenever possible.** Do not hesitate to use “I”, “We”.
- **Always Proofread.**

Grading

93-100	A	65-69	C
90-92	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 (93-100) represent the highest quality professional work; an A- (90-92) 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. Letter grades are available on Canvas.

Rubrics for each assignment will be posted on Canvas along with full assignment descriptions. Note that I do not round assignment grades and final grades as I have provided numerous ways (bonus grades, office hours, large proportion of participation scores, a resubmission

opportunities) to boost your performance. A grade of 92.9 remains an A-. The reference median grade in my class is either A- or B+.

Late Work

The deadline for the homework except for the reading reflections is 5 PM on the deadline date. Reading reflections and mini lectures are due **ONE HOUR BEFORE** the class starts. No extension is allowed. Computer problems, other coursework, and job requirements do not qualify for extensions.

However, every student has one opportunity to resubmit ONLY ONE of their INDIVIDUAL ASSIGNMENTS for a possible grade change by Nov. 28.

I hope both the regular deadline and some flexibility to resubmit supports your work in the course.

Class Policies

Communications

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. Announcements are usually time-sensitive, including some local or online events related to our class or scholarship/internship opportunities. **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.**

During every class, I will preview critical concepts we'll work on that week and a checklist of the week's due dates. You can also find this information on each day's slides. I will post slides **on the same day after the class.**

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 inquire your classmates first. If you still feel confused, ask me during, before, or after class. You can also feel free to email me if you cannot find answers.

If your question is about a technical challenge with Canvas or another technology, please contact the UO Service Portal.

If you concern 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!

I try to respond to questions within one business day. Please email me again if I did not email you back within two business days.

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.

Office hours

When & where

I will host office hours each week on Tuesdays 2-5 PM and in 107 Hendricks Hall. I welcome meetings outside my regular office hours as well. Just email me to set a time. I recommend signing up for student office hours at <https://lsx.youcanbook.me> in advance so that you do not have to wait.

What

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 or join my Zoom if that is useful for you.

Regardless of the format, I look forward to connecting!

Classroom Behavior

Participate and Contribute: Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing before class, 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.

Absences

Please refer to **Detailed Requirements for Assignments**: Class participation for details. For students who have extensive absences, you need to note the options you have:

Withdrawal and Grade Change dates and processes. In some cases, the best option is for a student to withdraw or change their grading option while they manage their situation. See **Academic Advising's Registration Decisions page** on options for students in terms of withdrawal and grade changes.

Incomplete. If an unexpected situation happens toward the end of the term and a minor but essential requirement hasn't been completed, an Incomplete may be appropriate.

Student Petitions. students also have petition options after the term if they were unable to make changes during the term due to their situation.

Academic Integrity

The University Student Conduct Code (available on the **Student Conduct Code and Procedures webpage**) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations

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/>

without express permission from the instructor. 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 the Libraries' [Citation and Plagiarism page](#).

Generative Artificial Intelligence Use

Students may use GenAI tools in this course only with explicit instructor permission for certain tasks or on certain assignments. In accordance with UO policy, if I believe you've handed in work created in whole or in part by GenAI tools used without permission, I may 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. The bottom line is, unless permission has been given, you should not use GenAI in this course. If in doubt, ask!

Content warnings

We deal with several topics in this class that could elicit a strong emotional response based on your history, experiences, identities, and other factors. Those topics include racial discrimination and segregation, traffic fatalities, and social exclusion due to transportation. Please take care of yourself as you engage with this material and be sure to seek out support as needed, which may include campus resources such as the UO Counseling Center.

Accessibility

The University of Oregon and I are dedicated to fostering inclusive, equitable, and accessible learning environments for all students. The Accessible Education Center (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for a variety of disabilities – apparent disabilities, such as a mobility or physical disability, or non apparent disabilities, such as chronic illnesses or psychological disabilities. If you have or think you have a disability and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; uoac@uoregon.edu) to discuss appropriate accommodations or support. The details of your disability will be kept confidential with the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

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 two 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).

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

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 School of Planning, Public Policy, and Management at pppm@uoregon.edu. 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 Disruption

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.

Writing Resources and University Contacts

This course requires several writing assignments. Please be aware of the writing assistance resources at UO. UO has a [Welcome to the Online Writing Lab | Online Writing Lab \(uoregon.edu\)](#) which can help you with your writing. Please do not hesitate to make an appointment with them or come to the office hours for additional help.