

# PPPM

Department of Planning, Public Policy and Management



UNIVERSITY  
OF OREGON



## PPPM 442/542 Sustainable Urban Development Winter 2024

**Instructor: Tapan Dhar, PhD**

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Course day and time: Monday and Wednesday, 10:00-11:20 am

Classroom: 117 ED

Office hours: Thursday /9:30-10:30 am at 109 Hendricks Halls

### COURSE OVERVIEW

Sustainable Urban Development “introduces issues revolving around cities as the nexus for environmental challenges, including land-use planning, transportation planning, community and neighborhood design, and green buildings.” (calendar description)

Approximately 56% of the global population lives in cities, and by 2050, approximately two-thirds of the world's population will be living in urban areas. Urban areas comprise only 1-3% of the earth's land surface area but account for over 70% of global greenhouse gas emissions. North America (including the United States and Canada) alone produces about one-fifth of the global GHGs. As a result, global urbanization contributes to many sustainability and environmental challenges; global warming, biodiversity threats, climate change, and health risks are a few we commonly know.

The problems are deeply rooted in the complex interaction of human and environmental systems, and there are no simple solutions to these challenges. It requires a systemic and holistic approach and interdisciplinary scholarship integrating diverse expertise such as urban planning, urban geography, urban design, urban engineering, policy-making, social sciences, and others. However, approaches to urban sustainable development adopted by different counties and cities largely vary. What types of sustainable practices have been employed so far? How can practices be transferred and implemented under different circumstances? Have they reached the desired goals of sustainable urban development? This course aims to address many similar questions.

This course mainly focuses on the physical planning and design aspects of urban development through the lens of sustainability.

By utilizing both international practices and local examples, the course aims to provide students with insights into the challenges faced by countries and regions globally. Additionally, the course



also helps students learn about the innovative solutions and strategies employed to address issues unique to particular contexts and conditions.

## **COURSE OBJECTIVES**

After completing this course, you should be able to

- Understand current sustainable development strategies, practices, and lessons in the US and around the world
- Grasp contemporary planning theories, approaches, and tools related to urban sustainable development.
- Acquire familiarity with practical methods for sustainable urban planning and design.
- Develop the capacity to assess real-world practices against sustainable development goals using evidence-based methodology.

## **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. Class lectures will be available on Canvas immediately after the class.

## **COURSE MODALITY AND STRUCTURE**

This is an in-person course, which means that, unlike asynchronous online/ASYNCR WEB courses, we will meet during scheduled class meeting times in 117 ED. 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 the context and origin of sustainability and urban sustainable development. Planning approaches and policies during the 20<sup>th</sup> C will be examined. Apart from presenting a historical overview, we focus on the context and foundation of sustainable development. Module 2 focuses more on deeper contents of sustainability to frame sustainable urban development – both theoretical and practical from international and US contexts. Lastly, Module 3 explores contemporary planning and design theories and practices of sustainable urban development.

## **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 PPM 442/542: [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)**

We ek	Date	Description	Readings, class activities, assignments	Due	
1	Jan 08	Introduction			
	Jan 10	Sustainable urban development: Overview	<p>The New Urban Agenda: Key Commitments  <a href="https://www.un.org/sustainabledevelopment/blog/2016/10/newurbanagenda/">https://www.un.org/sustainabledevelopment/blog/2016/10/newurbanagenda/</a></p> <p>Cathryn T., et. al. (2021) Defining Pathways to healthy sustainable urban development, <i>Environment International</i>, 146: 106236.</p> <p><i>Optional readings:</i>            WCED (2014 [1987]) “Towards Sustainable Development” from Our Common Future, in Wheeler et al., (2014) eds. <i>Sustainable Urban Development Reader</i>. 3rd edition. London; New York: Routledge. (66-70)</p>	R1	
<b>A. The origin of sustainability and sustainable urban development</b>					
2	Jan 15	No class: Martin Luther King, Jr Day			
	Jan 17	Post-industrial cities and sustainability	<p>Howard Ebenezer (1898 [2014]) The Town-Country Magnet from Garden Cities of Tomorrow, in Wheeler et al., (2014) eds. <i>Sustainable Urban Development Reader</i>. 3rd edition. London; New York: Routledge. (11-18)</p> <p>Krueckeberg, D. A. (Ed.). (2018). <i>Introduction to planning history in the United States</i>. Routledge. (Chapter 3: The city beautiful movement: Forgotten origins and lost meanings)</p> <p><i>Optional readings:</i>            Olmstead and the Park and Boulevard Movement, Olmstead (2011-1970) – Public parks and the enlargement of Towns in The City Reader: 321-327</p>	R2	
3	Jan 22	Modernism and Environmental revolution	<p>Le Corbusier (1929 [2011]) A Contemporary City, from The City of Tomorrow and its Planning, In <i>The City Reader</i> (5<sup>th</sup> Ed): Routledge. (pp.75-83)</p> <p>Ian McHarg (1967 [2014]) Plight and Prospect from Design With Nature, in Wheeler et al., (2014) eds. <i>Sustainable Urban Development Reader</i>. 3rd edition. London; New York: Routledge. (39-44)</p> <p><i>Optional readings:</i>            Andre Gunder Frank (1972 [2014]) Perspectives, Problems, and Models from The Limits to Growth, in Wheeler et al., (2014) eds. <i>Sustainable Urban Development Reader</i>. 3rd edition. London; New York: Routledge. (50-54)</p>	R3	
	Jan 24	Roundtable Discussion - 1 by PPPM 542	<p>Fishman, R. (2011) Beyond Suburbia: The rise of the technoburb. In <i>The City Reader</i> (5<sup>th</sup> Ed): Routledge. (pp.75-83)</p> <p>Jane Jacob (1961 [2014]) Orthodox Planning and the North End, from The Death and Life of Great American Cities, in Wheeler et al., (2014) eds. <i>Sustainable Urban Development Reader</i>. 3rd edition. London; New York: Routledge. (34-38)</p> <p><i>Optional readings:</i>            Rapkin, C. (1980). An evaluation of the urban renewal experience in the USA. <i>Habitat International</i>, 5(1-2), 181-192.</p>	R4 Assignment 3	



<b>B. Framing “urban sustainability”</b>				
4	Jan 29	Theoretical approaches	<p>Jabareen, Y. R. (2006). Sustainable Urban Forms, Their Typologies, Models, and Concepts. <i>Journal of Planning Education and Research</i>, 26(1), 38-52.</p> <p>Beatley, T., &amp; Newman, P. (2013). Biophilic cities are sustainable, resilient cities. <i>Sustainability</i>, 5(8), 3328-3345.</p> <p>Optional readings</p> <p>Holden, E. (2004). Ecological Footprints and Sustainable Urban Form. <i>Journal of Housing and the Built Environment</i>, 19(1), 91-109.</p>	R5
	Jan 31	Practical approaches	<p>Berke, P. R., &amp; Conroy, M. M. (2000). Are We Planning for Sustainable Development? An Evaluation of 30 Comprehensive Plans. <i>Journal of the American Planning Association</i>, 66(1), 21-33.</p> <p>UN (2023), Goal 11: Make cities inclusive, safe, resilient and sustainable, <a href="https://www.un.org/sustainabledevelopment/cities/">https://www.un.org/sustainabledevelopment/cities/</a></p> <p>Optional readings</p> <p>UNEP (2023) Emissions Gap Report 2023: Broken Record (Chapter 2 and 3: 3-22)</p> <p>UN (1992-2002 [2014]). The Rio Declaration on Environmental and Development and Introduction to Chapter 7, from Agenda 21 (UN Conference on Environment and Development (1992) and Millennium Development Goals and Millennium Declaration (2002) in Wheeler et al., (2014) eds. <i>Sustainable Urban Development Reader</i>. 3rd edition. London; New York: Routledge. (79-86)</p>	R6
5	Feb 05	Green building practice	<p>Guest Speaker: John Rowell</p> <p>Associate Professor Emeritus, University of Oregon.</p> <p>Registered Architect: Oregon, Washington, California, Nevada, NCARB</p>	
	Feb 07	Roundtable discussion 2 by PPPM 542	<p>Brian Roberts and Trevor Kanaley (eds) (2006) Urbanization and Sustainability in Asia Case Studies of Good Practice, Asian Development Bank (<a href="https://www.adb.org/sites/default/files/publication/27965/urbanization-sustainability.pdf">https://www.adb.org/sites/default/files/publication/27965/urbanization-sustainability.pdf</a>): Read Malaysia and China</p> <p>UN (2012). Sustainable Development 20 Years on from the Earth Summit: Progress, gaps and strategic guidelines for Latin America and the Caribbean. (Chapter 1: Section A, 25-55)</p> <p>Optional readings</p> <p>UNEP (2023) Emissions Gap Report 2023: Broken Record (Chapter 4 and 5: 23-36)</p>	R7 Assignment 3
<b>C. Toward sustainable urban development: planning and design</b>				
6	Feb 12	Equity and inclusive urbanism	<p>Guest speaker: TBD</p> <p>Optional readings:</p> <p>Campbell, S. (1996). Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development. <i>Journal of the American Planning Association</i>, 62(3), 296-312.</p>	
	Feb 14	New Urbanism and land use	<p>Trudeau, D. (2013). New Urbanism as Sustainable Development? <i>Geography Compass</i>, 7(6), 435-448.</p>	R8



			<p>New urbanism/smart growth/form based code. 27 principles to guide public policy, development practice, urban planning, and design (<a href="https://www.cnu.org/who-we-are/charter-new-urbanism">https://www.cnu.org/who-we-are/charter-new-urbanism</a>)</p> <p>Optional readings</p> <p>CMAP (2012) Form-Based Codes: A Step-by-Step Guide for Communities by Chicago Metropolitan Agency for Planning (page 7-23)</p>	
7	Feb 19	New Urbanism and land use: case study and discussion	Case choices: The HOPE IV (HUD) by CNU; The Downtown Master Plan, Hammond, Indiana; Crescent Village Eugene	Assignment 3
	Feb 21	Transpiration planning and TOD	<p>Two perspectives by Lisa Schweitzer and Emily Talen: Book review Andres Duany, Elizabeth Plater-Syberk, and Jeff Speck. (2010). Suburban Nation: The Rise of Sprawl and the Decline of the American Dream.</p> <p>Friedman, A. (2020). Fundamentals of sustainable urban design. Springer Nature. Chapter 16: Urban Design for Transit-Oriented Development</p> <p>Optional readings</p> <p>Calthorpe, P. and Fulton, W. (2011[2001]) “Designing the Region” and “Designing the Region is Designing the Neighborhood”: from The Regional City: Planning for the End of Sprawl in The City Reader (360-365)</p> <p>7 Principles of city planning: <a href="#">TED talk</a> (15 mins) by P. Calthorpe.</p>	R9
8	Feb 26	Transpiration planning and TOD: Case study and discussion	Case choices: Curitiba bus rapid transit, Portland’s TriMet light rail transit system, Integrating bicycling with public transport in <a href="#">Toronto</a> and others	Assignment 3
	Feb 28	Urban design and landscape urbanism	<p>Friedman, A. (2020). Fundamentals of sustainable urban design. Springer Nature. Chapter 2: Sustainability and Urban Design, and Chapter 3: Master Planning for Sustainability (15-36)</p> <p>Matthew Heins (2015) Finding Common Ground Between New Urbanism and Landscape Urbanism, Journal of Urban Design, 20:3, 293-302</p> <p>Optional readings</p> <p>Steiner, F. (2011). Landscape Ecological Urbanism: Origins and Trajectories. <i>Landscape and Urban Planning</i>, 100(4), 333-337.</p>	R10
9	Mar 4	Urban design and landscape urbanism: Case study and discussion	Case choices: Cheonggyecheon urban stream restoration, South Korea, Green Corridors Project in Colombia, Sustainable urban design by PPS, The New York High Line, Urban farming NY	Assignment 3
	Mar 6	Climate change, carbon neutral development and urban resilience	<p>UNEP (2023) Emissions Gap Report 2023: Broken Record (Chapter 5 and 6: 34-47)</p> <p>IPCC (2022). Cities, Settlements and Key Infrastructure. In: <i>Climate Change 2022: Impacts, Adaptation and Vulnerability</i>. Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC). Cambridge University Press, Cambridge, UK and New York, 907-1040</p> <p>Optional readings</p>	R11



			Cutter, S. L. (2016). Resilience to what? Resilience for whom? <i>The Geographical Journal</i> , 182(2), 110-113. Oddebates (2023), Is the concept of resilience useful in the fields of disaster risk reduction and the built environment or is it just another abused and malleable buzzword? <a href="https://oddebates.com/second-debate/">https://oddebates.com/second-debate/</a>  United Nations Climate Action: <a href="https://www.un.org/en/climatechange/net-zero-coalition">https://www.un.org/en/climatechange/net-zero-coalition</a>	
10	Mar 11	Climate change, carbon neutral development and urban resilience: Case study and discussion	Case choices: Climate action plan (e.g., Oregon, Boston, and other cities worldwide) and others	Assignment 3
	Mar 13	Review and conclusion	Dixon, T., & Eames, M. (2014). Sustainable urban development to 2050. In Dixon, T. et al. (eds), <i>Urban Retrofitting for Sustainability: Mapping the Transition to 2050</i> . Routledge.	
PPPM 442/542: Take-home exam, available at March 13 11:59 pm and due at March 16, 11:59pm				

**Acknowledgment:** I acknowledge that this course builds on the previous syllabi and course materials prepared over the past years by the PPPM faculty members, especially Prof. Yizhao Yang.

## ASSIGNMENTS

### 1: Class attendance and active participation: 30 points

#### i. Class attendance: 10 points

A sign-up sheet will be employed to document attendance for each class, and it is your responsibility to ensure you have signed it. You may miss up to three classes this term, regardless of the reason. This means we do not have “excused” or “unexcused” absences. Please stay home and use one of your 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 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. Should any issues arise that might result in an extended absence from the class, please inform me promptly.

#### ii. Participation in class activities: 20 points

Engagement in various class activities and group discussions is key of this class. Students are expected to work in small groups and discuss the topic/questions assigned, and submit the findings to Canvas. See more instruction on Canvas. If you miss a discussion session because of your sickness/other emergencies, you need to notify me before the class to complete a makeup assignment to secure your participation grade for the class. Furthermore, participation in UO's Student Experience Surveys is highly encouraged, and you will receive three participation points (out of 20) by participating in the survey (one point for midway survey and two for the last one).

### 2. Reflections on readings and responding to discussion question: 20 points



Students are required to submit reflective responses to the assigned readings as specified in the class schedule, denoted as R1, R2, etc. Each reflection note should go beyond summarizing or abstracting the assigned materials and instead constitute a concise paper of around 100 words. This paper should articulate your analytical insights, culminating in a concluding question. Full credit will be awarded for both posting your initial reflection and responding respectfully to a peer's posed question. Some of these questions will also be discussed in class. In cases where there are multiple readings, reflections should be crafted by integrating them.

Your initial response, inclusive of your critical question, should be submitted one day prior to the relevant class, while your response to your peer's question is due before the class begins.

I encourage you to participate in all these reading assignments; however, skipping up to two will not adversely impact your grades. In the event of illness or emergencies preventing you from submitting your reflection on the due date, please notify me before the class, please notify me before the class.

### **3. a) PPPM 442 Group presentation (case studies): 25 points**

Undergraduate students (a team of three) will showcase case studies that highlight sustainable urban development practices on a global scale. Cities across the globe have formulated and implemented a variety of approaches, policies, and plans to contribute to various aspects of sustainable urban development. These encompass sustainable urban design (place-making), sustainable transportation planning (public transit), ecological planning, green building development, climate change initiatives, and more. The case studies should incorporate examples of these initiatives.

It's a 20 minute presentation, divided into a 15-minute presentation and a 5-minute follow-up discussion and question session. Each team will present two case studies on the day scheduled and submit a copy to Canvas. A signup sheet is available on Canvas. To secure your preferred day, topic, and team members, please complete the [signup sheet](#) on Canvas by January 24 at 11:59 pm. If this deadline is missed, topics will be assigned randomly, and no changes will be permitted.

The presentation should cover the following elements: i) project context, ii) project concept/policy, iii) planning/design action and approaches (including any challenges faced) to achieve the goals, iv) project outcome, and v) lessons learned (key takeaways). Detailed presentation instructions can be found on Canvas.

### **3. b) PPPM 542 Group presentation and leading roundtable discussion sessions: 25 points**

Graduate students (a team of two) will select 2-3 key themes covered in Modules A and B and present on January 24 and February 7. Each presentation provide a brief 15–20-minute summary of the chosen themes from the modules, addressing questions posted by fellow students on Canvas. In addition to critiquing the themes (plus case studies)





grounded in the assigned readings/lectures, each team will facilitate roundtable discussions during the class. Additionally, the presentation should conclude with a few new questions, which will be assigned to small groups within the class for further discussion.

To confirm your preferred day and team member, please complete the [sign-up sheet](#) by January 12 at 11:59 pm. After this deadline, group assignments will be made randomly. Further details can be found on Canvas under assignments.

**4. Take-home exam** (available on March 13, 11:59pm and due on March 16, 11:59 pm):  
**25 points**

## GRADING

Students earn points by completing assignments and participating in classes. The total points earned at the end of this term will determine a student's letter grade. No weighing or curving will affect how the final grade is computed. The *default canvas grading scheme* of the University of Oregon will be used to calculate letter grades (see below).

Default Canvas Grading Scheme			
Letter Grade	Range		
A	100% to 94%	C	< 77% to 74%
A-	< 94% to 90%	C-	< 74% to 70%
B+	< 90% to 87%	D+	< 70% to 67%
B	< 87% to 84%	D	< 67% to 64%
B-	< 84% to 80%	D-	< 64% to 61%
C+	< 80% to 77%	F	< 61% to 0%

## 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](https://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](#).

## 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 three classes this term, regardless of the reason. This means we do not have "excused" or "unexcused" absences. Please stay home and use one of your three 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 over 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.

## **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](http://aec.uoregon.edu) for more information. You can contact AEC at 541-346-1155 or via email at [uoaec@uoregon.edu](mailto: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](https://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. 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](http://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.