



PPPM 610

TRANSPORTATION EQUITY

WINTER 2022

CRN 24743

Instructor: Anne Brown, PhD
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541-346-2112

Class: Monday/Wednesday 2:00-3:20pm
EDUC 116
canvas.uoregon.edu

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

COURSE DESCRIPTION

Transportation plays a critical role in economic and social mobility. Yet the benefits and burdens from traveling and transportation infrastructure have never been distributed equitably. In this discussion-based seminar, we will explore the history of transportation inequality and examine theoretical and empirical approaches to studying transport equity. Discussions will center on how transportation inequities manifest in topics ranging from job access to environmental justice, and how transportation benefits and burdens interact with class, race, and gender. Students are expected to produce a research paper at the end of the term.

LEARNING OBJECTIVES

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

1. Apply theories of justice to transportation
2. Articulate and debate primary equity issues in transportation
3. Collect and present data to inform equitable transportation decision-making
4. Issue recommendations for equitable transportation planning

Assessment of these objectives will be accomplished by:

- Class participation: Links with objectives 1, 2, 4
- Discussion lead: Links with objectives 1, 2, 4
- Term paper: Links with objectives 2, 3, 4

INCLUSION STATEMENT

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

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

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

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

COURSE MATERIALS

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

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

WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS			
Date	Topic	Readings	Assignments Due
M 1/3 (Week 1)	Course Overview		
W 1/5 (Week 1)	Theories of equity and justice in transportation	<p>Video Martens, K. (2019). "Seeking to promote transportation justice? Start measuring transport problems" at the <i>Mobilizing Justice Conference</i>, Toronto.</p> <p>Pereira, R. H., Schwanen, T., & Banister, D. (2017). Distributive justice and equity in transportation. <i>Transport Reviews</i>, 37(2), 170-191.</p> <p>Taylor, B. D., & Tassiello Norton, A. (2009). Paying for transportation: What's a fair price? <i>Journal of Planning Literature</i>, 24(1), 22-36.</p>	*Sign up for discussion lead times; link on Canvas*
M 1/10 (Week 2)	Structural racism in transportation	<p>Barajas, J. M. (2021). The roots of racialized travel behavior. <i>Advances in Transport Policy and Planning</i>, 8, 1-31.</p> <p>Spieler, Christof. (2020). "Racism has shaped public transit, and its riddled with inequities" <i>Kinder Institute</i>.</p> <p>Bullard, Robert. (2004) "Anatomy of transportation racism" in <i>Highway Robbery: Transportation Racism & New Routes To Equity</i>, p. 15-33.</p>	*Sign up for a time to meet and discuss your project proposal; link on Canvas*
W 1/12 (Week 2) NO CLASS	*Meet with Instructor to review paper proposal*	<p>See Canvas for sign up times.</p> <p>Recorded lecture: reading academic papers + interpreting regression tables.</p>	Paper proposal due when you meet with instructor (1/12-13)
M 1/17 (Week 3) NO CLASS Dr. Martin Luther King Jr. Day			
W 1/19 (Week 3)	Suburbanization of poverty Spatial mismatch	<p>Allen, J., & Farber, S. (2020). Suburbanization of transport poverty. <i>Annals of the American Association of Geographers</i>, 1-18.</p> <p>Blumenberg, E., & King, H. (2021). Jobs–Housing Balance Re-Re-Visited. <i>Journal of the American Planning Association</i>, 1-13.</p> <p>Fan, Y. (2012). The planners' war against spatial mismatch: Lessons learned and ways forward. <i>Journal of Planning Literature</i>, 27(2), 153-169.</p>	
M 1/24 (Week 4)	Housing and transportation	Paul, J., & Taylor, B. D. (2021). Who lives in transit-friendly neighborhoods? An analysis of California	Paper outline

	Gentrification, displacement, and transit oriented development	<p>neighborhoods over time. <i>Transportation Research Interdisciplinary Perspectives</i>, 10, 100341.</p> <p>Padeiro, M., Louro, A., & Costa, N. M. da. (2019). Transit-oriented development and gentrification: A systematic review. <i>Transport Reviews</i>, 39(6), 733–754.</p> <p>Reina, J., Wegmann, J., & Guerra, E. (2019). Are Location Affordability and Fair Housing on a Collision Course? Race, Transportation Costs, and the Siting of Subsidized Housing. <i>Cityscape</i>, 21(1), 125–142.</p>	
W 1/26 (Week 4)	Environmental justice and transportation	<p>Schweitzer, L. A., & Valenzuela, Jr., A. (2004). Environmental Injustice and Transportation: The Claims and the Evidence. <i>Journal of Planning Literature</i>, 18(4), 383–398.</p> <p>Karner, A., Golub, A., Martens, K., & Robinson, G. (2018). Transportation and environmental justice: History and emerging practice. <i>The Routledge Handbook of Environmental Justice</i>, p. 400-411.</p>	
M 1/31 (Week 5)	Transportation affordability	<p>Klein, N. J. (2020). Subsidizing car ownership for low-income individuals and households. <i>Journal of Planning Education and Research</i>, 0739456X20950428.</p> <p>Blumenberg, E., & Agrawal, A. W. (2014). Getting around when you're just getting by: Transportation survival strategies of the poor. <i>Journal of Poverty</i>, 18(4), 355-378.</p>	
W 2/2 (Week 5)	Transit	<p>Taylor, B. D., & Morris, E. A. (2015). Public transportation objectives and rider demographics: are transit's priorities poor public policy?. <i>Transportation</i>, 42(2), 347-367.</p> <p>Perrotta, A. F. (2017). Transit fare affordability: findings from a qualitative study. <i>Public Works Management & Policy</i>, 22(3), 226-252.</p> <p>Yoh, A. C., Taylor, B. D., & Gahbauer, J. (2016). Does transit mean business? Reconciling economic, organizational, and political perspectives on variable transit fares. <i>Public Works Management & Policy</i>, 21(2), 157-172.</p>	
M 2/7 (Week 6)	Gender and mobility	<p>Taylor, B. D., Ralph, K., & Smart, M. (2015). What Explains the Gender Gap in Schlepping? Testing Various Explanations for Gender Differences in Household-Serving Travel. <i>Social Science Quarterly</i>, 96(5), 1493–1510.</p> <p>Loukaitou-Sideris, A. (2016). A gendered view of mobility and transport: Next steps and future directions. <i>Town Planning Review</i>, 87(5), 547–565.</p> <p>Lubitow, A., Abelson, M. J., & Carpenter, E. (2020). Transforming mobility justice: Gendered harassment and violence on transit. <i>Journal of Transport Geography</i>, 82, 102601.</p>	Literature review draft
W 2/9 (Week 6)	Disability	<p>Cochran, Abigail L. 2020. "Understanding the Role of Transportation-Related Social Interaction in Travel Behavior and Health: A Qualitative Study of Adults</p>	

		<p>with Disabilities.” <i>Journal of Transport & Health</i> 19 (December): 100948.</p> <p>Brumbaugh, S. (2018). Travel Patterns of American Adults with Disabilities. Bureau of Transportation Statistics.</p> <p>Wright, S. (2020). Access Denied. American Planning Association, March 2020, 32–39.</p> <p>Wright, S., & Johnson-Wright, H. (2018, February). Inclusive Mobility. <i>Planning</i>.</p>	
M 2/14 (Week 7)	Equity implications of parking	<p>Brown, A., Mukhija, V., & Shoup, D. (2018). Converting Garages for Cars into Housing for People. <i>Transfers Magazine</i>.</p> <p>C.J. Gabbe, G. Pierce. Hidden costs and deadweight losses: bundled parking and residential rents in the metropolitan United States. <i>Hous. Policy Debate</i>, 27 (2) (2017), pp. 219-229.</p> <p>Chatman, D. G., & Manville, M. (2018). Equity in Congestion-priced Parking: A Study of SFpark, 2011 to 2013. <i>Journal of Transport Economics and Policy</i>, 52(3), 239–266.</p>	
W 2/16 (Week 7)	Road pricing	<p>Manville, M. (2019). Longer View: The Fairness of Congestion Pricing. <i>Transfers Magazine</i>, p.1-6.</p> <p>Schweitzer, L., & Taylor, B. D. (2008). Just pricing: the distributional effects of congestion pricing and sales taxes. <i>Transportation</i>, 35(6), 797-812.</p>	
M 2/21 (Week 8)	Shared mobility	<p>Dill, J., & McNeil, N. (2021). Are shared vehicles shared by all? A review of equity and vehicle sharing. <i>Journal of Planning Literature</i>, 36(1), 5-30.</p> <p>Brown, A., & Taylor, B. D. (2018). Bridging the gap between mobility haves and have-nots. In <i>Three Revolutions</i> (pp. 131-150). Island Press, Washington, DC.</p> <p>Brown, Anne. (2019). The Equalizer: Could Ride-hailing Extend Equitable Car Access? <i>Transfers Magazine</i>.</p>	
W 2/23 (Week 8)	Policing and traffic enforcement	<p>Seguino, Stephanie, and Nancy Brooks. 2020. “Driving While Black and Brown in Vermont: Can Race Data Analysis Contribute to Reform?” <i>The Review of Black Political Economy</i>, November, 0034644620969903.</p> <p>Podcast 99 Percent Invisible. (2020). "Policing the Open Road."</p> <p>Brazil, N. (2020). The unequal spatial distribution of city government fines: The case of parking tickets in Los Angeles. <i>Urban Affairs Review</i>, 56(3), 823-856.</p>	
M 2/28 (Week 9)	Paper peer review		Full paper draft + peer review
W 3/2 (Week 9)	Transportation safety	<p>Barajas, J. M. (2018). Not all crashes are created equal: Associations between the built environment and disparities in bicycle collisions. <i>Journal of Transport and Land Use</i>, 11(1), 865–882.</p>	

		<p>Lubitow, Amy, JaDee Carathers, Maura Kelly, and Miriam Abelson. 2017. "Transmobilities: Mobility, Harassment, and Violence Experienced by Transgender and Gender Nonconforming Public Transit Riders in Portland, Oregon." <i>Gender, Place & Culture</i> 0 (0): 1–21.</p> <p>Loukaitou-Sideris, A., Brozen, M., Pinski, M., & Ding, H. (2020). Documenting# MeToo in Public Transportation: Sexual Harassment Experiences of University Students in Los Angeles. <i>Journal of Planning Education and Research</i>.</p>	
M 3/7 (Week 10)	Transportation and health	<p>Wolfe, M. K., McDonald, N. C., & Holmes, G. M. (2020). Transportation barriers to health care in the United States: findings from the national health interview survey, 1997–2017. <i>American journal of public health, 110</i>(6), 815-822.</p> <p>Frank, L. D., Sallis, J. F., Conway, T. L., Chapman, J. E., Saelens, B. E., & Bachman, W. (2007). Many pathways from land use to health: associations between neighborhood walkability and active transportation, body mass index, and air quality. <i>Journal of the American Planning Association, 72</i>(1), 75-87.</p> <p>Coveney, J., & O'dwyer, L. A. (2009). Effects of mobility and location on food access. <i>Health & Place, 15</i>(1), p. 45-55.</p>	
W 3/9 (Week 10)	Final presentations		<p>Final presentation</p> <p>Final paper due Friday 3/11 at 11:59pm</p>
F 3/18 (Finals week)			Any (optional) paper revisions due by 11:59pm

GRADING COMPONENTS AND CRITERIA

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

ASSIGNMENTS

	% OF GRADE	WORK	DUE DATE
Class attendance & participation	20%	Individual	Daily
Discussion lead (2)	20%	Individual or in pairs	Varies
Term paper			
Paper proposal	5%	Individual	1/12
Paper outline	5%	Individual	1/24
Literature review draft	5%	Individual	2/7
Paper draft + peer review	10%	Individual	2/28
Final paper	25%	Individual	3/11

Presentation

10%
100%

Individual

3/9

CLASS ATTENDANCE AND PARTICIPATION (20%)

This is a discussion-based class. Regular class attendance and informed participation in class discussions are essential to the success of this class. You are expected to complete all required readings to prepare for class discussions. We will have 16 in-class sessions (following the introductory day) this quarter. You are permitted two unexcused absences before your grade will be docked (1 percentage point per missed class). Please let me know prior to class if you will need to miss class; absences due to religious or cultural celebrations or holidays, or extenuating circumstances such as family, medical, or personal emergencies, will be excused at the discretion of the instructor and your grade will not be penalized.

Important! Please do not come to class when you do not feel well, even if you do not suspect you are ill with COVID-19. You may complete a make-up assignment for any class missed beyond your two permitted unexcused absences; if you do not feel well, are quarantining, or must miss class, you can make up attendance points by completing these attendance assignments. If you anticipate missing multiple classes, or would like to discuss your attendance or participation, please email me to discuss your unique situation.

DISCUSSION LEAD (20%)

Each student is required to lead 2 class discussions (10% of total grade for each discussion lead x 2 = 20% of total grade). Discussions are expected to last the duration of the class (80 minutes). In preparation for the discussion, students should:

1. Complete all required readings
2. Prepare a list of discussion questions in advance. Discussion questions may draw from required readings, optional readings listed on Canvas, or readings found independently (I recommend looking at either article bibliographies or searching via Google Scholar); while optional/additional readings may enhance the discussion, you should not expect other students to have read readings beyond those required. You can find a resource on drafting discussion questions [here](#).
3. Open and lead the class through a discussion of the day's topic. In doing this, you may offer statements, questions, or engage your peers in ways you deem will provide a robust dialogue on the day's topic. You may call on your peers during discussion to solicit opinions.

You will sign up for discussion lead dates/topics via Canvas.

TERM PAPER (60%)

You will write one term-long paper in this class. The goals of the paper are two: 1) to allow you to take a deep dive on an issue of transportation equity that interests you to increase your knowledge and expertise in an area, and 2) to advance your both your written and verbal communication skills. The term paper is your only written assignment for this class; small deliverables related to the term paper are due throughout the quarter to provide instructor feedback and guidance.

Additional details about each of the below components, as well as rubrics, are provided on Canvas.

PAPER PROPOSAL (5%)

The paper proposal should include a brief problem statement (1-2 sentences) and research question(s) (1-2) that you will answer in a paper over the course of the quarter. In addition to submitting the proposal via Canvas, you are required to meet with the instructor one-on-one to discuss your chosen topic. Meeting sign-ups will be available via Canvas.

PAPER OUTLINE (5%)

The paper outline will detail the sections of the paper that you anticipate writing this quarter. It's okay if these anticipated sections change as you begin writing; the goal of the outline is to create a roadmap for what you will need to complete over the term. Please see Canvas for additional details.

LITERATURE REVIEW DRAFT (5%)

A draft of your literature review is due and provides an opportunity for instructor feedback.

PAPER DRAFT + PEER REVIEW (10%)

You should bring a full (printed) draft of your paper to class for peer review. The draft does not need to be perfect, but it should be as close to finished as possible; you will receive more useful feedback the more polished and complete your paper is. We will spend one class period reviewing each other's papers, offering feedback, and workshopping common writing questions.

FINAL PAPER (25%)

A final paper should be between 4,000-6,000 words and answer your identified research questions. You should incorporate feedback you received from your peers and the instructor into your final paper. Your paper is expected to be presented in professional formats and free of grammatical or spelling errors. Writing concisely is a skill; points will be deducted from any assignment that exceeds the word or page limit. The rubrics that will be used to grade written assignments can be found on the Canvas assignment page.

A few general guidelines for written assignments:

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

Writing is a critical skill, no matter what job or field you enter. The surest way to be a good writer to practice, practice, practice, and edit, edit, edit. To encourage you to thoughtfully engage with your writing, utilize writing resources on campus, and incorporate feedback from the instructor, I offer you the opportunity to revise your paper.

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

Re-submitted work must include two things:

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

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

PRESENTATION (10%)

You will deliver a 10-minute presentation on your paper topic on the last day of class. Each presentation will be followed by 2-3 minutes of Q&A from your peers and the instructor. Presentations should be prepared in PowerPoint or Google Slides and submitted to Canvas prior to class.

GRADING

OVERALL AND ASSIGNMENT GRADES:

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

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

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

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

LATE OR MISSED WORK POLICY

Late assignments will immediately be docked 10%, even if they are one minute late. Assignments will be docked an additional 10% for each calendar day that they are late. In exceptional cases, such as medical or personal emergencies, please contact me about an extension. Computer problems, other coursework, and job requirements do not qualify for extensions. You must request an extension before the assignment is due.

COURSE INCOMPLETE POLICY

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

COURSE POLICIES

ATTENDANCE AND ABSENCE

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

CLASSROOM BEHAVIOR

Participate and Contribute: Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. Together, we will establish more specific participation guidelines and criteria for contributions in our first weeks of the term.

Expect and Respect Diversity: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

Help Everyone Learn: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. We are returning with a range of feelings about and comfort with being in person, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

PLAGARISM

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

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

COURSE COMMUNICATION

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

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

Check and adjust your settings under Account > Notifications.

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

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

INSTRUCTOR AVAILABILITY

I am available during student office hours at the times and locations listed above. I recommend signing up for student office hours at <https://annebrown.youcanbook.me> in advance so that you do not have to wait. I do my best to be responsive to email, but I encourage you to rely on your colleagues first for questions about course assignments and administrative details rather than waiting for an email response. I generally try to respond to emails within 48 hours of receipt. If you have not heard from me within 48 hours, please email me again.

WHY SHOULD YOU REACH OUT TO ME?

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

STUDENT OFFICE HOURS

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

During student office hours, students bring in a wide range of concerns, questions, and successes. We might talk through a specific concept or problem to clarify it, might think together about an issue a student is curious about that relates to the class, might discuss a students' post-graduation goals, might identify more supportive methods for assignments or strategies for group projects, or any number of other topics. Feel free to come with another peer or project group member as well if that is useful for you.

COURSE COVID PROTOCOLS

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

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

KEEPING OUR CLASS SAFE

As the university community continues to balance learning and health during the COVID-19 pandemic, it is essential that each of us exercises care by doing symptom self-checks, and by not attending class when ill, or when you or someone you live with must quarantine.

We will also be establishing a class seating chart. Each student will be assigned a permanent seat for the duration of the quarter to aid contact tracing if/when necessary.

Please review [university exposure scenarios and guidance for students and employees](#). When in doubt, stay home!

COVID CONTAINMENT PLAN

As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves **prevention, containment, and support**. Here is information critical to how the UO is responding to COVID-19.

PREVENTION

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

- Must comply with [vaccination policy](#)
- Must [wear face coverings](#) in all indoor spaces on UO campus
- Complete weekly [testing](#) if not fully vaccinated or exempted
- [Wash hands](#) frequently and practice social distancing when possible
- Complete daily [self-checks](#)
- Stay home/do not come to campus if feeling [symptomatic](#)
- Complete the UO [COVID-19 case and contact reporting form](#) if you test positive or have been in close contact with a confirmed or presumptive case.

CONTAINMENT

If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions for students and staff based on their vaccination status.

Specifically:

Vaccinated/asymptomatic students: Quarantine not required, but daily self-monitoring before coming on campus advised; sign up for testing 3-5 days after notification through [MAP](#)

Unvaccinated or partially vaccinated students: 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through [MAP](#), if asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.

Symptomatic students: stay home (do not come to class/campus), complete the online [case and contact form](#), and contact University Health Services (541-346-2770) or your primary care provide to arrange for immediate COVID-19 testing.

Students identified as close contacts of a positive case will be contacted by the Corona Corps Care Team (541-346-2292).

SUPPORT

The following resources are available to you as a student.

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

GOOD CLASSROOM CITIZENSHIP

- Wear your mask and make sure it fits you well
- Stay home if you're sick
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check

- Wash your hands frequently or use hand sanitizer
- Complete the UO COVID-19 [case and contact reporting form](#) if you test positive or are a close contact of someone who tests positive.

ACCESSIBILITY

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

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

ACADEMIC MISCONDUCT POLICY

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

PROHIBITED DISCRIMINATION AND HARASSMENT REPORTING

The instructor of this class, as a Student Directed-Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123.

Students experiencing any other form of prohibited discrimination or harassment can find information and resources at investigations.uoregon.edu or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the [Employee Responsibilities section](#) of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at investigations.uoregon.edu/employee-responsibilities.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following

link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

ADDITIONAL STUDENT RESOURCES

[University Health Services](#) help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

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

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

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

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