



# PPPM 410 | 510

## TRANSPORTATION POLICY

SPRING 2019

CRN 36652 | 36653

Instructor: Anne Brown, PhD  
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541-346-2112

Class: Tuesday/Thursday 8:30-9:50am  
Gerlinger 242  
[canvas.uoregon.edu](http://canvas.uoregon.edu)

Office Hours: Tuesday 10:15am-12:00pm  
Wednesday 3:30pm-5:00pm (except 4/10, 4/16, 4/17, and 5/8) or by appointment  
Sign up at <https://annebrown.youcanbook.me>  
107 Hendricks Hall

### COURSE OVERVIEW

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

### LEARNING OUTCOMES

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

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

Assessment of these objectives will be accomplished by:

- Class participation: Links with objectives 1, 2, 4
- Discussion questions (PPPM 510): Links with objectives 1, 2, 4
- Analytic Memo / Policy Brief: Links with objectives 2, 3, 4
- Oral Final Examination: Links with objectives 1, 2, 3, 4

### INCLUSION STATEMENT

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

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.

- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

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

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

## COURSE MATERIALS

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

All assignments are due at 8:29am on the assigned due date unless otherwise noted.

## WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Topic	Readings	Assignments Due
Tu 4/2	Course Overview		
Transportation, Land Use, and Urban Form			
Th 4/4	History of Transportation & Land Use	Morris. 2007. "From Horse to Horsepower." <i>ACCESS Magazine</i> , p. 2-9.  Muller. "Transportation and Urban Form," in <i>The Geography of Urban Transportation</i> , p.57-85	
Tu 4/9	Sprawl, Jobs-Housing Balance, and the Spatial Mismatch Hypothesis	Glaeser, E.L., M.E. Kahn and J. Rappaport (2008). "Why do the poor live in cities?" <i>Journal of Urban Economics</i> , 63: 1-24.  Cervero, R., & Duncan, M. (2006). "Which Reduces Vehicle Travel More: Jobs-Housing Balance or Retail-Housing Mixing?" <i>Journal of the American planning association</i> , 72(4), 475-490.  Taylor, Brian D. and Paul M. Ong (1995). "Spatial mismatch or automobile mismatch – An examination of race, residence and commuting in US metropolitan areas," <i>Urban Studies</i> , 32(9): 1453-1473.	
Th 4/11	<u>No class</u> : Land use and transportation investments	Giuliano & Agarwal. 2017. "Land Use Impacts of Transportation Investments," in <i>The Geography of Urban Transportation</i> , p.218-246.	
Tu 4/16	Transportation & economic outcomes	Blumenberg, Evelyn and Asha Weinstein Agrawal (2014). "Getting around when you're just getting by: Transportation	

		<p>survival strategies of the poor," <i>Journal of Poverty</i>, 18(4): 355-378.</p> <p>King, D. A., Smart, M. J., &amp; Manville, M. (forthcoming). The Poverty of the Carless: Toward Universal Auto Access. <i>Journal of Planning Education and Research</i>, p. 1-18.</p> <p>Shen, Q. (2001). "A spatial analysis of job openings and access in a U.S. metropolitan area," <i>Journal of the American Planning Association</i>, 67(1): p. 53-68.</p>	
<b>Transportation Finance</b>			
Th 4/18	Transportation Finance Processes; A History of Crisis	<p>Taylor. 2017. "The Geography of Urban Transportation Finance," in <i>The Geography of Urban Transportation</i>, p.247-272.</p> <p>Brown, J. R., Morris, E. A., &amp; Taylor, B. D. (2009). Paved with Good Intentions: Fiscal Politics, Freeways and the 20th Century American City. <i>ACCESS Magazine</i>, 1(35).</p> <p>Lem, L. (1997). Dividing the Federal Pie. <i>ACCESS Magazine</i>, 1(10), p.10-14.</p>	
Tu 4/23	The Future of Finance	<p>Sorensen, P. (2013). From Fuel Taxes to Mileage Fees. <i>ACCESS Magazine</i>, 1(43), p. 13-19.</p> <p>Wachs, M. (2003). Local Option Transportation Taxes: Devolution as Revolution. <i>ACCESS Magazine</i>, 1(22), p. 9-15.</p> <p>Agrawal, A. and H. Nixon. (2018). "What do Americans Think About Federal Tax Options to Support Transportation? Results from Year Nine of a National Survey: Conclusions." <i>Mineta Transportation Institute</i>, p. 29-31.</p>	Policy Brief Option 1 due
Th 4/25	Forecasting: Crystal Balls or Black Boxes?	<p>Flyvbjerg, B., Skamris Holm, M., and Buhl, S. (2002). "Underestimating Costs in Public Works Projects: Error or Lie?" <i>Journal of the American Planning Association</i>, 68(3), p. 279-295.</p> <p>Voulgaris, Carole Turley. (2017). Crystal Balls and Black Boxes: Policy Effects on Optimism in Ridership and Cost Forecasts for New Starts Rapid Transit Projects. <i>UCLA Institute of Transportation Studies Policy Brief</i>, p.1-2.</p>	
<b>Transportation Economics</b>			

Tu 4/30	Pay as You Go: Tolls and User Fees	Schweitzer, L., & Taylor, B. D. (2008). Just pricing: the distributional effects of congestion pricing and sales taxes. <i>Transportation</i> , 35(6), p. 797-812.  Oregon Department of Transportation. (2017). Oregon's Road Usage Charge: Executive Summary, p. 3-5.  Caltrans. (2017). California Road Charging Pilot Program, p. 1-5.	Policy Brief Option 2 due
Th 5/2	Parking: The Tail that Wags the Transportation and Land Use Dog	Manville, Michael. (2013). "Parking requirements and housing development: Regulation and reform in Los Angeles." <i>Journal of the American Planning Association</i> 79(1), p. 49-66.  Davis, A. Y., Pijanowski, B. C., Robinson, K., & Engel, B. (2010). The environmental and economic costs of sprawling parking lots in the United States. <i>Land Use Policy</i> , 27(2), 255-261.	
<b>Transportation, the Environment, and Public Health</b>			
Tu 5/7	NEPA & the Clean Air Act; The Environmental Review Process	Le Vine & Gosselin. 2017. "Transportation and Environmental Impacts and Policy," in <i>The Geography of Urban Transportation</i> , p.273-301.	
Th 5/9	No class: see <i>Canvas for required activity</i> , due 5/14  Environmental Justice in Transportation	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.  Schweitzer, L. and A. Valenzuela (2004). "Environmental injustice and transportation: The claims and the evidence," <i>Journal of Planning Literature</i> , 18(4): p.383-398.	
Tu 5/14	Transportation & Public Health	Frank, L. D., Sallis, J. F., Conway, T. L., Chapman, J. E., Saelens, B. E., & Bachman, W. (2007). Many pathways from land use to health: associations between neighborhood walkability and active transportation, body mass index, and air quality. <i>Journal of the American planning Association</i> , 72(1), 75-87.  Coveney, J., & O'dwyer, L. A. (2009). Effects of mobility and location on food access. <i>Health &amp; place</i> , 15(1), p. 45-55.	Environmental Justice in Eugene Activity  Policy Brief Option 3 due
Th 5/16	It's Electric: Electrifying Transportation	Greene, D. (2017). "Transportation and Energy" in <i>The Geography of Urban Transportation</i> , p.302-329.	

		<p>Oregon Department of Transportation. (2019). "Transit Fleet Electrification."</p> <p>Roberts, D. "Electric buses are coming, and they're going to help fix 4 big urban problems." Vox.</p> <p>Sperling, D. "Electric Vehicles: Approaching the Tipping Point," in <i>Three Revolutions</i>, D. Sperling (Ed.). p.21-54.</p>	
<b>Theories of Travel Behavior</b>			
Tu 5/21	Why Do People Travel the Way They Do?	<p>Iseki, H. et al. (2012). "Thinking Outside the Bus." <i>ACCESS Magazine</i>, 2(40), p. 9-15.</p> <p>Sengupta, R. and J. Walker. (2015). "Quantified Traveler: Travel Feedback Meets the Cloud to Change Behavior." <i>ACCESS Magazine</i>, 1(47), p. 3-7.</p> <p>Ralph, K. M., and Brown, A. E. (2017). The role of habit and residential location in travel behavior change programs, a field experiment. <i>Transportation</i>, 1-16.</p>	Analytic Memo Due
<b>Goods Movement</b>			
Th 5/23	Air, Sea, Rail, & Truck	<p>Ryerson, M. and A. Woodburn. (2016). "Manage Flight Demand or Build Airport Capacity?" <i>ACCESS Magazine</i> 2(48), p. 8-12.</p> <p>Dablanc &amp; Rodrigue. (2017). "The Geography of Urban Freight," in <i>The Geography of Urban Transportation</i>, p.34-56.</p> <p>Nehiba, C. (2018). Fueling Collisions: The Case for a Smarter Freight Tax. <i>Transfers</i>.</p>	
Tu 5/28	The Rise of E-commerce	<p>Simon, M. and A. Pardes. (2019). "The Prime Challenges for Amazon's New Delivery Robot." <i>Wired</i>.</p> <p>Carlson, G. and N. Larco. (2017). Re-Imagining Retail." <i>Urbanism Next</i>, p. 3-12.</p> <p>Carlson, G. and N. Larco. (2017). "Warehousing." <i>Urbanism Next</i>, p. 3-10.</p>	Policy Brief Option 4 due
<b>New Mobility &amp; Autonomous Vehicle Policy</b>			
Th 5/30	Ridehailing, sharing, and pooling	<p>Kim, S.J. and R. Puentes. (2018). "Taxing New Mobility Services: What's Next?" Eno Center for Transportation Policy Brief, p.1-5.</p>	

		Bliss, Laura. (2018). "Lyft is Reaching L.A. Neighborhoods Where Taxis Wouldn't." <i>CityLab</i> .  Sheffield, C. (2018). "Here's who will be hurt by New York's cap on Uber and Lyft." CNN.	
Tu 6/4	Micromobility Policy	Cabansagan, C. (2018) "Focusing on Equity as Shared Mobility Evolves." TransForm.  NACTO. (2018). "Guidelines for the Regulation and Management of Shared Active Transportation." p.1-40.  Remix. (2018). "Micromobility Policy Survey." p. 1-13.	Policy Brief Option 5 due
Th 6/6	An Autonomous Future?	NACTO. (2017). "Blueprint for Autonomous Urbanism"  Clark, B., N. Larco, and R. Mann. (2017). "The Impact of Autonomous Vehicles and E-Commerce on Local Government Budgeting and Finance." <i>Urbanism Next</i> , p. 4-13.	
Finals Week: Final oral examination scheduled between June 10 – 13. Time slot sign-ups available May 30.			

## GRADING COMPONENTS AND CRITERIA

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

## ASSIGNMENTS

	PPPM 410	PPPM 510	WORK	DUE DATE
<b>Class participation</b>	10%	10%	Individual	
Environmental Justice Class Activity	5%	5%	Individual	5/14
Discussion questions	5%	5%	Individual	Varies
<b>Analytic Memo</b>	30%	30%	Teams of 2	5/21
<b>Policy Brief</b>	30%	30%	Teams of 2	Varies
<b>Oral Final Examination</b>	30%	30%	Individual; may prepare together	6/10-13
	100%	100%		

### CLASS PARTICIPATION (10%)

Your class participation grade reflects your in-class engagement (5%) and submitted discussion questions (5%), further described below.

**Submitting to Canvas Discussion Board:** at any time, you are encouraged to submit questions or class-related content that you want to share to the class discussion board on Canvas.

### IN-CLASS ENGAGEMENT (5%)

Five percent of your participation grade will be based on class attendance, participation in group activities, and participating in class discussions.

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#### DISCUSSION QUESTIONS (5%)

PPPM410 students must submit 5 discussion questions, PPPM510 students must submit 10 discussion questions over the course of the quarter. Discussion questions should reflect on one or more the readings assigned for that day and be submitted via Canvas by the due date and time, one hour prior to class beginning. Discussion questions **may not** be submitted late. Discussion questions are graded for completion. You may submit a maximum of one discussion question per class.

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#### ANALYTICAL MEMO (30%)

The analytic memos provide an opportunity to use Eugene as a transportation laboratory. Work in **groups of two** to prepare an analytical memo from the list of topics provided on Canvas. Each memo will require 1) presenting the issue clearly and succinctly, 2) collecting original data, and 3) articulating planning recommendations. Additional guidelines for the analytical memo are posted on Canvas.

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#### POLICY BRIEF (30%)

Policy briefs require you to conduct a focused evaluation of a current planning policy issue. Work in **groups of two** to prepare a policy memo from the list of topics provided on Canvas. Each memo will require 1) presenting the issue clearly and succinctly, 2) collecting original data, and 3) articulating planning recommendations. Additional guidelines for the policy brief are posted on Canvas.

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#### ORAL FINAL EXAMINATION (30%)

Transportation professionals must regularly present their work—including analysis, conclusions, and proposals—in public settings. The oral examination will require you to synthesize both the required reading and the material presented in this class and to present your results orally. On May 9, I will distribute six exam questions. Graduate students must prepare for all six questions; undergraduate students must prepare for any four of the questions. Exams will be held in groups of three during a 60-minute block between June 10-13. You will present on one of the exam topics, drawn at random, and respond to questions from both the instructor and two other classmates. The exam will be evaluated on the content and effectiveness of your presentations, questions, and responses. Additional information on the final oral examination can be found on Canvas.

#### GRADUATE/UNDERGRADUATE DIFFERENTIATION

Students enrolled in PPPM510 (graduate) are expected to complete 5 additional Discussion Questions and must prepare for two additional questions (6 instead of 4) for the final oral examination.

#### EXPECTATIONS FOR WRITTEN ASSIGNMENTS

All written assignments are expected to be presented in professional formats and free of grammatical or spelling errors. Writing concisely is a skill; points will be deducted from any assignment that exceeds the word or page limit. Rubric used to grade all written assignments can be found on Canvas.

A few general guidelines for written assignments:

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

## GRADING

### OVERALL AND ASSIGNMENT GRADES:

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

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

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

### LATE OR MISSED WORK POLICY

Late assignments will immediately be docked 10%, even if they are one minute late. Assignments will be docked an additional 10% for each calendar day that they are late. For example, if an



assignment is due at 8:29am Tuesday morning, it would be docked 10% beginning at 8:30am Tuesday and up until 11:59pm Wednesday evening. At 12:00am on Thursday, it would be docked a total of 20% and so on. 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. Note that discussion questions will not be accepted late.

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### 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.”

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### WRITTEN ASSIGNMENTS: OPPORTUNITIES FOR EXTRA CREDIT

Writing is a critical skill, no matter what job or field you enter. The surest way to be a good writer is 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 two opportunities for extra credit. Both of these reward efforts to improve your writing. You may complete one or both opportunities per assignment.

***These opportunities are available for the Analytic Memo and the Policy Brief.***

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#### 1. WRITING FEEDBACK FROM THE TEACHING AND LEARNING CENTER

Free writing help and paper feedback can be found at the Teaching and Learning Center (TLC) at the Knight Library (<https://tlc.uoregon.edu/services/>). If you bring your paper to the TLC for feedback, and have the tutor fill out a form to confirm your appointment, you will receive a one-third letter grade increase on your assignment. For example, an assignment that would have received a B would instead receive a B+. A paper that would have received a B+ would instead receive an A-, and so on. You must have a completed form from the TLC confirming that you brought this particular assignment to them in order to receive this additional credit. The form should be submitted in person to the instructor no later than the start of class the day the assignment is due.

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#### 2. REVISIONS

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 Tuesday, October 2, then revisions are due Tuesday October 9<sup>th</sup> 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. Resubmissions should be submitted via email to the instructor no later than 11:59pm on the due date. Revised assignments may receive up to one full letter grade increase. For example, a grade that receives a C could be increased to a B.

### COURSE POLICIES

#### ATTENDANCE AND ABSENCE

Students are expected to attend all classes and attendance and participation are reflected in your participation grade. If you miss a class, please arrange to get notes from a classmate. Course slides will generally be made available before class, but the slides will not provide the depth of information provided by in-class lecture and activities and are not sufficient to prepare for assignments.

## CLASS CONDUCT

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

## USE OF COMPUTERS AND CELLPHONES IN CLASS

Laptops and cellphones are not allowed in class with the exception of students with documented disabilities who require a computer in class. While I understand that many students prefer to take notes on laptops or tablets, research on learning indicates that students retain more information when they take notes by hand.<sup>1</sup> Electronic devices provide a strong temptation to multi-task, which reduces understanding,<sup>2</sup> 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 and speaking to a classmate if you miss material.

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.

## RECORDING LECTURES

Oregon law prohibits recording conversations without the explicit consent of all parties involved. In addition, recordings can undermine the safe discussion space we aim for in this class. Therefore, please do not record lectures without the written permission of the instructor and your fellow classmates. Exceptions to this include students who provide documentation of recording that meets learning needs; all students will be informed if lectures and discussion will be recorded.

## INSTRUCTOR AVAILABILITY

Email is the best way to get in touch with me. I am available during office hours at the times and location listed above. I recommend signing up for 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 24 hours.

## DOCUMENTED DISABILITY

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first week of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>.

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<sup>1</sup><http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

<sup>2</sup>[http://www.slate.com/articles/health\\_and\\_science/science/2013/05/multitasking\\_while\\_studying\\_divided\\_attention\\_and\\_technological\\_gadgets.html](http://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/>

## ACADEMIC MISCONDUCT POLICY

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

## PLAGIARISM

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

Students who plagiarize will fail this class 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 UO librarians.

## ADDITIONAL STUDENT RESOURCES

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