



# PPPM 410 | 510

## TRANSPORTATION PLANNING

WINTER 2019

CRN 27560 | 27561

Instructor: Anne Brown, PhD  
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541-346-2112

Class: Tuesday/Thursday at 4:00 – 5:20pm  
Gerlinger 242  
[canvas.uoregon.edu](https://canvas.uoregon.edu)

Office Hours: Monday 11:30-1:00, Thursday 2:00 – 3:30pm and by appointment  
Sign up at <https://annebrown.youcanbook.me>  
107 Hendricks Hall

### COURSE DESCRIPTION

Transportation is central how people move through space and access opportunities. This course provides a foundation in transportation planning and covers a variety of topics related to the planning for and management of transportation systems. The course presents a survey of issues transportation planning raises—such as equity, congestion, health, and environmental—across a variety of modes, as well as considers the opportunities and challenges new technologies present. Course assignments use Eugene and Oregon as a transportation laboratory and challenge students to synthesize knowledge and original data collection into planning and policy recommendations.

### LEARNING OBJECTIVES

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

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

Assessment of these objectives will be accomplished by:

- Class participation: Links with objectives 1, 2, 3, 5
- Discussion questions (PPPM 510): Links with objectives 1, 2, 3, 5
- Project scorecard: Links with objectives 2, 5
- Written assignments: Links with objectives 1, 2, 3, 4, 5

### 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 3:59pm on the assigned due date unless otherwise noted.

## WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Topic	Readings	Assignments Due
Tu 1/8	Overview of the course	<i>The Geography of Urban Transportation, 4th Edition.</i> (2017). Susan Hanson and Genevieve Giuliano, Eds. <ul style="list-style-type: none"> <li>• Hanson, Susan. "Introducing Urban Transportation," p. 3-33.</li> <li>• Blumenberg, Evelyn. "Social Equity and Urban Transportation," p. 332-357.</li> </ul>	
Transportation Planning Processes			
Th 1/10	Community engagement	Holley, Kip. (2016). Equitable and Inclusive Civic Engagement: A Guide to Transformative Change. <i>The Kirwan Institute.</i> p. 9-67.  Cox, Stefani. (2018) "Q&A: Naja Killbrew Shares Community Engagement Strategies," <i>Better Bike Share Partnership.</i>	
Tu 1/15	<b>Guest Lecture</b> Becky Steckler, Urbanism Next: Transportation planning process and challenges ahead	Wachs, Martin. (2004). "Reflections on the Planning Process," in <i>The Geography of Urban Transportation, 3rd Edition, Susan Hanson and Genevieve Giuliano, Eds.</i> p. 141-162.  Martens, Karel. (2017). "Fairness in Traditional Transportation Planning," <i>Transport Justice</i> , p. 17-33	
Th 1/17	Regional transportation planning	Sciara, Gian-Claudia and Susan Handy. (2017). "Regional Transportation Planning," in <i>The Geography of Urban Transportation, 4th Edition, Susan Hanson and Genevieve Giuliano, Eds.</i> p. 139-163.	Project scorecard
Evaluating System Performance			
Tu 1/22	Congestion	Downs, Anthony. 2004. <i>Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion.</i> Washington, DC: The Brookings Institution.	Analytic Memo Option 1: Transportation

		<ul style="list-style-type: none"> <li>• “The Benefits of Peak-Hour Traffic Congestion,” p. 5-13</li> <li>• “How Bad is Traffic Congestion?” p.14-36.</li> </ul> <p>Downs, Anthony. 2004. “Why Traffic Congestion is Here to Stay...and Will Get Worse,” <i>ACCESS</i>, 25: p. 19-25.</p> <p>Taylor, Brian. 2002. “Rethinking Traffic Congestion,” <i>ACCESS</i>, 21: p. 8-16.</p>	Investments and NIMBYism
Th 1/24	Measuring road system performance / traffic impact analysis / Travel demand modeling	<p>Fehr &amp; Peers. “Transportation Impact Analysis Gets a Failing Grade.”</p> <p>Brozen, Madeline. (2015). “Moving Ahead for Multimodal Performance Measures,” <i>Institute of Transportation Engineers Journal</i>, 85(4), p. 36-40.</p> <p>Miller, Harvey J. (2017). “Theories and Models in Transportation Planning,” in <i>The Geography of Urban Transportation, 4th Edition</i>, Susan Hanson and Genevieve Giuliano, Eds. p. 139-163.</p>	
Tu 1/29	Franklin Blvd Redesign Studio Visit	Project public involvement plan, project overview, and environmental overview memo; see Canvas.	
<b>Parking</b>			
Th 1/31	Parking minimums and curb management	<p><b>Video</b> Vox (2017). “The high cost of free parking.”</p> <p>Shoup, Donald. (2011). “The Pseudoscience of Planning for Parking,” in <i>The High Cost of Free Parking</i>, American Planning Association, p. 75-97.</p> <p>Shoup, Donald. (2018). “The Unequal Burdens of Parking Requirements,” in <i>Parking and the City</i>, p. 97-100</p> <p>Siegman, Patrick. (2018) “Abolishing Minimum Parking Requirements: A Guide for Practitioners,” in <i>Parking and the City</i>, p. 231-243.</p> <p>Pierce, Gregory and Donald Shoup. (2013). “SFpark: Pricing Parking by Demand,” <i>ACCESS</i>, 50, p.20-28.</p>	<p>Travel diary (PPP 410)</p> <p>Analytic Memo Option 2: Rethinking LOS</p>
Tu 2/5	<b>Guest Lecture</b> Jeff Petry, Parking Services Manager, City of Eugene: Parking reform & innovation	<p>Shoup, Donald. (2011). “Turning Small Change into Big Changes,” in <i>The High Cost of Free Parking</i>, American Planning Association, p. 397-429</p> <p>Shoup, Donald. (2018). “The Politics and Economics of Parking on Campus,” <i>Parking and the City</i>, p. 389-402.</p> <p>Shoup, Donald. (2018). “Cashing Out Employer-Paid Parking,” <i>Parking and the City</i>, p. 403-412</p>	SCYP Assignment 1
<b>Mobility Futures</b>			
Th 2/7	Ridehailing, Sharing and Pooling	<p>Bellafante, Ginia. (2018). “How the Cashless Economy Shuts Out the Poor,” <i>The New York Times</i>.</p> <p>Bliss, Laura. (2018). “Lyft if Reaching L.A. Neighborhoods Where Taxis Wouldn’t,” <i>CityLab</i>.</p> <p>Conway, Matthew, Deborah Salon, and David King. (forthcoming). “Trends in Taxi Use and the Advent of</p>	SCYP group meeting with instructor during Week 6

		Ridehailing, 1995-2017: Evidence from the US National Household Travel Survey," <i>Urban Science</i> , p. 1-23.	
Tu 2/12	<b>Guest Lecture</b> Theresa Brand, Transportation Options Manager, Lane Transit District: Transportation options // Micro-mobility	Cabansagan, Clarrissa. (2018). "Focusing on Equity as Shared Mobility Evolves," <i>TransForum</i> .  Remix. (2018). Micromobility Policy Survey, p.1-13.  Irfan, Umair. (2018). "The scooter stampede of 2018 is great news for urban transportation," <i>Vox</i>  McNeil, Nathan et al. (2018). "Conclusions," in <i>Breaking Barriers to Bike Share: Insights from Residents of Traditionally Underserved Neighborhoods</i> , p.198-205.  NACTO. (2018). "Bike Share in the U.S.: 2017," p.1-11	
Th 2/14	Planning for autonomous vehicles	Agrawal, Naveen. (2018). "Dreams of utopia: the future of AVs," <i>The Circulator</i> .  Cervero, Robert, Erick Guerra, Stephan al. (2017). "Emerging Technologies," in <i>Beyond Mobility</i> , Island Press, p.197-210  Schlossberg, Marc et al. (2018). "Rethinking Streets in an Era of Driverless Cars." <i>Urbanism Next</i> , p.1-18.  Schwartz, Sam. (2018). "Autonomous Vehicles are Coming and There's No Roadmap (Yet)." <i>NextCity</i> .	
<b>Bikes &amp; Pedestrians</b>			
Tu 2/19	<b>Guest Lecture</b> Nick Meltzer, Transportation Planning, Corvallis Metropolitan Planning Organization/Oregon Cascades West Council of Governments: Bike & pedestrian planning	<b>Video</b> Bicycle Culture by Design: Mikael Colville-Andersen at TEDxZurich  Day, K. (2006). Active living and social justice: planning for physical activity in low-income, black, and Latino communities. <i>Journal of the American Planning Association</i> , 72(1), 88-99.  Ewing, R., & Cervero, R. (2010). Travel and the built environment: a meta-analysis. <i>Journal of the American planning association</i> , 76(3), 265-294.	Op-ed Option 1: Scooters in Eugene (PPPM 510)
<b>Transit</b>			
Th 2/21	Transit trends & travel	English, Jonathan. (2018). "Why Did America Give up on Mass Transit? (Don't Blame Cars.))" <i>City Lab</i> .  Schweitzer, Lisa. (2017). "Mass Transit," in <i>The Geography of Urban Transportation, 4th Edition</i> , Susan Hanson and Genevieve Giuliano, Eds. p. 187-217.  Walker, Jarrett. (2012). <i>Human Transit</i> . Island Press.  • "What Transit is and Does," p.13-22 • "What Makes Transit Useful? Seven Demands and How Transit Serves Them," p. 23-38  Dougherty, Conor and Andrew Burton. (2017). "A 2:15 Alarm, 2 Trains, and a Bus Get Her to Work by 7 A.M." <i>The New York Times</i> , August 17.	
Tu 2/26	Route & network design; Bus vs. rail debate	Walker, Jarrett. (2012). <i>Human Transit</i> . Island Press.  • "Lines, Loops, and Longing," p.47-58 • "Touching the City: Stops and Stations," p. 59-72	Analytic Memo Option 3: Safe Routes to School

	<b>Guest Lecture</b> Heather Lindsay and Jeramy Card, Service Planner, Lane Transit District	<ul style="list-style-type: none"> <li>• “Peak or All Day?” p.73-84</li> <li>• “Frequency is Freedom,” p.85-96</li> </ul> <p>Walker, Jarrett. (2011). “Sorting out rail-bus differences,” <i>Human Transit: the professional blog of public transit consultant Jarrett Walker</i>.</p> <p>Iseki, Hiro et al. (2012) “Thinking Outside the Bus,” <i>ACCESS</i>, 40(2), p. 9-15.</p>	SCYP Assignment 2
Th 2/28	Measuring transit performance; fare policy	<p>Walker, Jarrett. (2012). <i>Human Transit</i>. Island Press.</p> <ul style="list-style-type: none"> <li>• “The Obstacle Course: Speed, Delay, and Reliability,” p.97-108</li> <li>• “Ridership or Coverage? The Challenge of Service Allocation,” p.117-134</li> <li>• “Can Fares be Fair?” p.135-146</li> </ul> <p>Brown, Jeffrey, Daniel Baldwin Hess, and Donald Shoup. (2001). “Unlimited Access: Prepaid Transit at Universities,” <i>ACCESS</i>, 19(2), p.40-41</p>	
Tu 3/5	Paratransit and taxis; Transit boards in action	<p>Rosenbloom, S. (2007). “Transportation Patterns and Problems of People with Disabilities,” in <i>The Future of Disability in America</i>, p. 519-560</p> <p>King, David A. and Juan Francisco Saldarriaga. (2017). “Access to Taxicabs for Unbanked Households: An Exploratory Analysis in New York City.” <i>Journal of Public Transportation</i>, 20(1), p. 1-19.</p> <p>Brown, Anne. (2018) “L.A.’s taxi industry discriminates against black riders. If we don’t force them to change, they won’t.” <i>Los Angeles Times</i>, August 12.</p>	<p>Analytic Memo Option 4: Transit Route Evaluation</p> <p>Op-ed Option 2: Bus vs. Rail Debate (PPPM 510)</p> <p>SCYP group meeting with instructor during Week 9</p>
<b>Design &amp; Safety</b>			
Th 3/7	Street design; complete streets	<p>Handy, Susan, Cao, X., &amp; Mokhtarian, P. (2005). Correlation or causality between the built environment and travel behavior? Evidence from Northern California. <i>Transportation Research Part D: Transport and Environment</i>, 10(6), 427-444.</p> <p>LaPlante, John, &amp; McCann, B. (2008). Complete streets: We can get there from here. <i>ITE journal</i>, 78(5), 24.</p> <p>Sadik-Khan, Janette and Seth Solomonow. “How to Read the Street,” in <i>Streetfight: handbook for an urban revolution</i>, p.47-72.</p>	<p>Op-ed Option 3: Transit Trends in Eugene (PPPM 510)</p> <p>Analytic Memo Option 5: Accessible Transportation</p>
Tu 3/12	Transportation safety	<p>Johansson, R. (2009). Vision Zero—Implementing a policy for traffic safety. <i>Safety Science</i>, 47(6), 826-831.</p> <p>Loukaitou-Sideris, A., Liggett, R., &amp; Iseki, H. (2002). The geography of transit crime: Documentation and evaluation of crime incidence on and around the Green Line stations in Los Angeles. <i>Journal of Planning Education and Research</i>, 22(2), 135-151.</p> <p>Loukaitou-Sideris, Anastasia and C. Fink. 2009. “Addressing Women’s Fear of Victimization in Transportation Settings: A Survey of U.S. Transit</p>	<p>Analytic Memo Option 6: Complete Streets Evaluation</p> <p>Op-ed Option 4: In Support of Vision Zero? (PPPM 510)</p>

		Agencies." <i>Urban Affairs Review</i> March 2009 44: 554-587	
		Pedestrian and Bicycle Information Center. "Pedestrian and Bicycle Crash Statistics."	
<b>Final Presentation &amp; Project</b>			
Th 3/14	Final SCYP presentation to city staff **4:00-6:00pm** in <a href="#">Knight Library Studio A</a>		Final presentation
Tu 3/19 (Finals)			Final SCYP project due <u>11:59pm</u>

## GRADING COMPONENTS AND CRITERIA

All assignments should be submitted online via Canvas or via email to the instructor 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>	<b>10%</b>	<b>10%</b>	Individual	
Discussion questions		5%	Individual	Varies
<b>Project Scorecard</b>	<b>10%</b>	<b>10%</b>	Individual	1/17
<b>Written Assignments</b>	<b>40%</b>	<b>40%</b>		
Analytic Memo	30%	30%	Teams of 2	Varies
Op-ed		10%	Individual	Varies
Travel Diary	10%		Individual	1/31
<b>SCYP Group Project</b>	<b>40%</b>	<b>40%</b>	Teams of 3-4	
1) Assignment 1	5%	5%		2/5
2) Assignment 2	5%	5%		2/26
3) Final presentation	10%	10%		3/14
4) Final report	20%	20%		3/19
	100%	100%		

## CLASS PARTICIPATION

**In the classroom:** Regular class attendance and informed participation in class-wide discussions are essential. Each day, I will bring a class roster. If you are prepared to be called on during class, you should circle your name on the list. If you are unprepared, you do not need to circle your name. You will receive the following class participation points based on how many classes you circle your name:

Classes	Points	Classes	Points
12+	5	6-7	2
10-11	4	4-5	1
8-9	3	0-3	0

I reserve the right to remove your name from the list of circled students if I call on you and it is obvious that you are unprepared.

**In groups:** Class includes many group activities and discussions. Being a strong group member requires 1) reading and retaining assigned materials, 2) contributing actively in the discussion, 3) listening to and

engaging with other group members, and 4) considerately reflecting on your and others' ideas. During group activities and discussions, I will circulate to observe your contribution to the group. Additional resources for working as a team—The Teamwork Project—is available on Canvas. The Teamwork Project outlines general guidelines for working in team, assessing your strengths, managing self-directed teams and projects, and building inclusive leadership skills. Your group participation in class will make up the remaining five points for class participation.

**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.

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#### DISCUSSION QUESTIONS (PPPM510 ONLY) (5%)

Graduate students must submit 5 discussion questions (1% grade per question) over the course of the quarter. Discussion questions should reflect on the readings assigned for that day and be submitted via Canvas prior to the start of the class. Discussion questions **may not** be submitted late. Discussion questions are graded for completion, on the substance of each individual post is not graded.

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#### PROJECT SCORECARD (10%)

Work **independently** to review Virginia's House Bill #2 and issue recommendations for Oregon. Full assignment details are included on Canvas.

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#### TRAVEL DIARY (PPPM410 ONLY) (10%)

Work **independently** to create a travel diary for one week and reflect on how your own travel behavior speaks to broader issues in transportation planning. Full assignment details are included on Canvas.

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#### ANALYTIC MEMO (30%)

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.

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#### OP-ED (PPPM510 ONLY) (10%)

Op-eds are powerful communication tools to engage a broader audience with a planning topic or issue. Work **independently** to craft a compelling op-ed addressing one of the topics listed on Canvas.

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#### SCYP GROUP PROJECT (40%)

This course is part of the Sustainable Cities Year Program (SCYP). SCYP, a program through the University of Oregon Sustainable Cities Initiative (SCI) links the students of the University of Oregon with an Oregon city, county, special district, or partnership of governments for an entire academic year. For the 2018-2019 academic year, the University of Oregon is partnering with the cities of Gresham and Eugene. This year's partnerships focus on the topics addressed by SCI's Urbanism Next: the impacts of driverless cars, e-commerce, and the sharing economy. SCYP courses and Urbanism Next staff will help both of these cities think and work proactively to anticipate how these technological disruptions will impact their function and form. The collaboration between SCYP and Urbanism Next will help Gresham and Eugene be up to date on the latest research and trends in order to develop local policies and programs that ensure that technological change enhances - rather than undermines - community values.

You will work in **teams of three to four** to conduct original research and issue recommendations for the cities of Eugene and/or Gresham. Deliverables include two assignments that will build the foundation of a final report and final presentation delivered to Eugene and Gresham city staff.

See Canvas for additional details on the SCYP project for this class. For more information on SCYP, visit: <https://sci.uoregon.edu/how-it-works>).

## GRADUATE/UNDERGRADUATE DIFFERENTIATION

Students enrolled in PPPM510 (graduate) are expected to complete an additional assignment (Discussion Questions) and to compose an Op-Ed supporting or refuting a transportation planning issue in lieu of the Travel Diary required by PPPM410 (undergraduate) students.

## 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. The rubric that will be used to grade all written assignments can be found at the end of this syllabus.

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

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### OVERALL AND ASSIGNMENT GRADES:

100	A+	70-74	C+	0-44	F
94-99	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-		

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-.

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### 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. Note that discussion questions (PPPM 510) 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 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.

***These opportunities are available only for the Analytic Memo.***

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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

One written assignment in this course is eligible for revisions: the Analytic Memo. 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.

## COURSE POLICIES

### ATTENDANCE AND ABSENCE

Students are expected to attend all classes and attendance and participation are reflected in your course grade. If you miss a class, please arrange to get notes from a classmate. Course slides will generally be made available after 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. 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

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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/>

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>.

## MANDATORY REPORTING

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO employees, including faculty, staff, and GEs, are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about prohibited discrimination 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:  
<https://president.uoregon.edu/content/employee-reporting-responsibilities>.

## 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