

## **PPPM 610: Land Use Planning and Policy Analysis (4 Credits)**

**Spring 2020**

Instructor: Dr. Yizhao Yang, [yizhao@uoregon.edu](mailto:yizhao@uoregon.edu)  
Time: Tuesdays and Thursdays, 12:00pm-1:20pm  
Location: Obaverse Website (<https://www.obaverse.net/>). Create an Obaverse account, search course “PPPM610 Land Use Planning and Policy Analysis”, and enroll.  
Office Hours: by appointment, or via course virtual classroom, Tuesday afternoon 2:00 – 3:00pm.

### **Course Overview**

Land is resource that provides economic and social opportunities for human beings. The use and development of land often results in modifications to the natural or built environments, affecting a myriad of issues concerning the health and wellbeing of both nature and human systems. The “Land Use Planning and Policy” course, PPPM610, examines how governments can use spatial planning tools and processes to create a regulated environment where land users have the liberty to utilize this resource in the pursuit of their self-interest while ensuring the individual land use decisions will not undermine the land’s socioeconomic and ecological functions. We will study communities’ land use planning efforts aimed at addressing issues related to sustainable urban development, on topics such as integrating sustainability-oriented goals into policies and reforming planning and implementing processes. We will be working on a class project focused on reviewing of land use policies and strategies to improve accessibility and encourage sustainable transportation in downtown areas. While it mainly focuses on land use planning and policies in the US, this course integrates international experiences and practices from Europe and East Asia to help students understand the influences of political, institutional, and land tenure backgrounds on the adoption of different land use planning frameworks and approaches.

### **Learning Objectives**

By completing this class, the students will acquire knowledge and skills so that they can

1. Identify and apply land use planning strategies and tools to tackle specific issues and objectives that a community needs to address in their sustainable urban development (e.g., affordable housing, sustainable transportation).
2. Compare land use decision-making processes and their impacts on urban development patterns in different state, regional and local institutional contexts.
3. Evaluate land use planning frameworks adopted internationally for sustainable land management.
4. Conduct policy reviews, perform project application and site analyses, and develop professional reports to assist decision-making in land use planning.

### **Required texts and readings**

Most readings are provided on course Obaverse website or accessible via university library catalog. Students are also encouraged to explore online sites to access information and materials

about the planning professional organizations, government agencies, and community groups involved in land use decision-making. The following online resources are value to student taking this course.

- APA's website at <https://www.planning.org/>
- Subscribe to the Oregon Planning Network (OPN), the mailing list of the Oregon Chapter of the American Planning Association. To subscribe, send a message to: majordomo@lists.uoregon.edu with the message text: subscribe opn-digest.
- History of urban planning
  - <https://www.planning.org/timeline/>
  - <http://www-personal.umich.edu/~sdcamp/timeline.html>
  - [https://www.txplanning.org/media/files/page/Planning\\_History\\_1785\\_to\\_2000.pdf](https://www.txplanning.org/media/files/page/Planning_History_1785_to_2000.pdf)
- Governance of Land Use in OECD Countries
  - <http://www.oecd.org/gov/governance-of-land-use.htm> (see each country's policy highlight)
- An overview of spatial policy in Asian and European countries
  - [http://www.mlit.go.jp/kokudokeikaku/international/spw/index\\_e.html](http://www.mlit.go.jp/kokudokeikaku/international/spw/index_e.html)
- Oregon Statue
  - Chapter 197 comprehensive land use planning. [https://www.oregonlegislature.gov/bills\\_laws/ors/ors197.html](https://www.oregonlegislature.gov/bills_laws/ors/ors197.html)
- City of Eugene
  - Envisioning Eugene: <https://www.eugene-or.gov/760/Envision-Eugene>
  - Eugene land use application search database: <http://pdd.eugene-or.gov/LandUse/ApplicationSearch>
  - Eugene city land use code <https://www.eugene-or.gov/2128/Land-Use-Code>
  - Eugene planning commission public meeting schedule: <http://pdd.eugene-or.gov/LandUse/PlanningCommissionSchedule>
  - Eugene Hearing Official meeting schedule: <http://pdd.eugene-or.gov/LandUse/PlanningCommissionSchedule>
- City of Springfield
  - Community Planning and Development <http://www.ci.springfield.or.us/dpw/CommunityDevelopmentDivision.htm>
  - Planning Commission and meeting schedules <http://www.springfield-or.gov/dpw/PlanningCommission.htm>
- Lane County
  - Land Use Planning and Zoning <http://www.lanecounty.org/cms/One.aspx?portalId=3585881&pageId=4197862>
  - Land Use Hearing Calendar <http://www.lanecounty.org/cms/One.aspx?portalId=3585881&pageId=5132535>

## Grading

Grades will be determined based on the following criteria:

- Class participation (15%): Attendance, pop quizzes (online real-time), exercises, discussions (virtual classroom).
- Assignment 1 (15%): Comprehensive Plan Evaluation and Comparison. Connecting a comprehensive plan's content to state planning requirements. In this assignment, you will review and compare comprehensive plans from two selected communities and identify any differences between them. One of the communities should come from a state with land use planning legislation (i.e., a planning-control state) while the other from a state without such legislation (i.e., a no-control state). There are two plan evaluation tools or framework that you can use for this exercise. One of the tools is the "Plan-quality Evaluation Protocol" (Berke, et al., 2006) and the other the APA's "comprehensive plan standards for sustaining places" (APA. 2015). Both evaluation frameworks are available on Obaverse. This assignment supports the learning outcome that students will be able to compare and evaluate how institutional and political contexts affect land use planning process.
- Assignment 2 (25%): Writing a staff report that evaluates a proposed project. A couple of options are available to students. One can be evaluating an application by the Winco Foods to re-develop the now vacated ShopKo site and building. See relevant documents at <https://pdd.eugene-or.gov/LandUse/SearchApplicationDocuments?file=MDA-19-0009>. The other option can be evaluating an application for a cell tower in Eugene.

This staff report summarizes your evaluation of the proposed project's feasibility given its policy context and your recommendation for next steps. This assignment supports the learning outcome that students will be able to conduct policy reviews, perform project application and site analyses, and develop professional reports to assist decision-making in land use planning.

- Assignment 3 (25%) – Policy review: three to four topics will be provided; Team work allowed.
  - Policy Review and Summary
  - Report and Presentation
  - Self- and Peer-evaluation about project participation and collaboration.

One example will be conducting reviews of policies, regulations, programs, and projects that many communities have experimented for the purpose of improving housing supply and housing affordability. Students can use City of Eugene's policies and programs as a case study. Local projects, such as the SquireOne villages, will also be studied to see how current land use planning facilitates or hinders innovative housing development.

- Final exam (take-home): 20%

## Grading Rubric

- C+ and Lower (below 80)
  - **Unacceptable work for professionals or upper level undergraduate/graduate courses**
  - Factual errors or calculation errors

- Poorly written (misspellings, typos, poor grammar, poor sentence structure)
- Graphics poor (inaccurate tables, poor titles, no data sources)
- B- (81-83)
  - **Below acceptable standards for professionals**
  - Minor errors of fact or calculation
  - Poorly constructed text, unclear graphics
  - Rushed or lack of attention to overall product
- B (84-86)
  - **Meets minimal professional standards**
  - Factually and technically correct
  - Clear message to readers
  - May lack precision in language and presentation of data
- B+ (87-90)
  - **Solid professional work**
  - Factually and technically correct
  - Excellent tables and graphics
  - Falls short in some areas
- A- (91-94)
  - **High quality professional work**
  - Technically, methodologically, and factually 100% accurate
  - Fall short of highest quality work in organization, flow of text or presentation
  - Clearly conveys conclusions to audience
- A (95-99)
  - **Highest quality work**
  - Technically, methodologically, and factually 100% accurate
  - Efficient language and graphics presented with emphasis
  - Easy to navigate and follow
  - Clear about main points and evidence provided to support these points
  - All graphics are clear and titled, sources, labeled

**Grading Rubric Example (will vary by specific assignment)**

Total Points: 100

Weight: vary by specific assignment

Points included in final grade = Assignment point X Assignment weight

<i>Criteria</i>	<b>Unaccepta- ble profes- sional qual- ity</b>	<b>Minimally acceptable professional quality</b>	<b>Adequate profes- sional quality</b>	<b>Very good profes- sional quality</b>	<b>Highest profes- sional quality</b>
<b>EVALUATION</b>					
<b>Addressing each portion of assign- ment</b> ● Will vary	0-8	9-11	12-14	15-17	18-20
<b>Providing adequate analytical evi- dence</b> ● Use of literature to present issues and arguments ● Use of data, indicators and maps has logic and good justification	0-20	21-25	26-30	31-35	36-40

<ul style="list-style-type: none"> <li>Exhibition of higher-level thinking, synthesis and argumentation</li> </ul>					
<b>Writing (see below)</b> <ul style="list-style-type: none"> <li>Clearly structured and organized</li> <li>Professional tone</li> <li>Grammar, referencing &amp; presentation</li> </ul>	0-20	21-25	26-30	31-35	36-40

### Course Website

The course website is located on the University of Oregon's Canvas system (<https://canvas.uoregon.edu>). For Spring 2020 we will be using Obverse (<https://www.obaverse.net/>) to deliver course content. Please check the course website frequently for updates. The instructors will use the email function in Canvas to communicate with you. It is your responsibility to check email and messages for class updates. Please adjust your Canvas notification settings accordingly.

### Course Policies

#### Missed Class Policy

You are responsible for all content missed, including any assignments, knowledge or skills covered or assigned in missed class(es.) Please consult with classmates for class notes. You are allowed one unexcused absence in this course. For each unexcused absence beyond the second one, students will lose 1 point off their final course grade. Excused absences require official documentation.

If you will be missing class for a CPW or other class field trip, it is your responsibility to tell the instructors in advance about the field trip and make up any work missed.

#### Late Assignment Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. When applicable, assignments turned in late with no documentation will be marked down ten percent for every day (24-hour period) they are late. **Assignments submitted one minute past the deadline will be graded as late.**

Extensions will only be granted in severe hardship (death in immediate family, illness or injury requiring bed confinement) or extenuating circumstances (fire, earthquake, etc.). Competing pressures from other courses, job requirements, or problems with your computer do not qualify as extenuating circumstances. Extensions must be requested before the assignment is due. In all circumstances, students are responsible for providing the instructor with official documentation of explanation prior to accommodation.

### Academic Misconduct

You are expected at all times to do your own work. Copying or obtaining content from other students or other persons and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give

or receive) unauthorized help on assignments or examinations without express permission from the instructor.

### **Plagiarism**

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas, data, analyses). If there is any reasonable question about whether an act constitutes academic misconduct, it is the student's 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: <http://library.uoregon.edu/guides/plagiarism/students/index.html>

### **Accessible Education Center: Documented Disability**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. If you have a documented disability and anticipate needing accommodations in the course, please make the necessary arrangements. Also, please contact the instructor early in the term so that your learning needs are appropriately met.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu)

### **Inclusion Statement**

The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by phoning 541-346-2037.

### **Discrimination and Sexual Harassment**

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 has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware that all UO employees are required reporters. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline,

to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu).

**Course Overview – Content and Readings (Subject to changes)**

Week	Content	Readings	Assignments
1 (3/31)	Course overview Urbanization and land use change Physical vision of sustainable urban development	<ul style="list-style-type: none"> <li>• Course syllabus</li> <li>• Campbell, Scott. "Green Cities, Growing Cities, Just Cities?: Urban Planning and the Contradictions of Sustainable Development." <i>Journal of the American Planning Association</i> 62, no. 3 (September 30, 1996): 296–312.</li> <li>• Campbell, Scott D. "The Planner's Triangle Revisited: Sustainability and the Evolution of a Planning Ideal That Can't Stand Still." <i>Journal of the American Planning Association</i> 82, no. 4 (October 1, 2016): 388–97.</li> <li>• Review planning website for your hometown</li> </ul>	Hometown Exercise
(4/2)	Evolution of land use planning in the US. The Institutional framework of US land use planning	<ul style="list-style-type: none"> <li>• Planning History (review websites) <a href="https://www.planning.org/timeline/">https://www.planning.org/timeline/</a></li> <li>• Kayden, Jerold. "National Land-Use Planning in America: Something Whose Time Has Never Come." <i>Washington University Journal of Law &amp; Policy</i> 3, no. 1 (January 1, 2000): 445–72.</li> <li>• Local planning agency management, APA PAS Report 582 (chapters 3,4,5)</li> </ul>	
2 (4/7)	Long-range planning Land use plans and plan-making process	<ul style="list-style-type: none"> <li>• Plan making and types of plans, from Planning and Urban Design Standards (pp1-32)</li> <li>• "Are We Planning for Sustainable Development? An Evaluation of 30 Comprehensive Plans: <i>Journal of the American Planning Association</i>: Vol 66, No 1."</li> <li>• Sustaining places: Best practices for comprehensive plans, APA PAS Report 578 (pp 1- 37)</li> </ul>	Assignment 1 given out
(4/9)	State-wide planning system Growth Control, Growth Management and Smart Growth	<ul style="list-style-type: none"> <li>• Smart Growth: state by state (<a href="http://gov.uchastings.edu/public-law/docs/smartgrowth.pdf">http://gov.uchastings.edu/public-law/docs/smartgrowth.pdf</a>)</li> <li>• Evaluating Smart Growth: State and Local Policy Outcomes (<a href="https://www.lincolnst.edu/sites/default/files/pubfiles/evaluating-smart-growth-full.pdf">https://www.lincolnst.edu/sites/default/files/pubfiles/evaluating-smart-growth-full.pdf</a>)</li> <li>• Nicholas, James C. "State and Regional Land Use Planning: The Evolving Role of the State," 1999, 24.</li> </ul>	
3 (4/14)	Current planning Plan implementation Zoning, subdivision regulations, urban design, site plan review	<ul style="list-style-type: none"> <li>• American Planning Association. "The Rules That Shape Urban Form (PAS 570)." Accessed March 11, 2020. <a ,="" 2,="" chapter="" href="https://www.planning.org/publications/report/9026894/." pp13-68"="">https://www.planning.org/publications/report/9026894/.</a>, Chapter 2, pp13-68)</li> <li>• Pollock, Les, and Stuart Meck. "A Primer for Planning Commissioners," 2004, 7.</li> <li>• American Planning Association, What is urban design planning (pp.1-2)</li> </ul>	
(4/16)	Guest lecture (Current Planning) (confirmed)	<ul style="list-style-type: none"> <li>• Eugene Land Use Database: <a href="http://pdd.eugene-or.gov/LandUse/ApplicationSearch">http://pdd.eugene-or.gov/LandUse/ApplicationSearch</a> (Search Winco)</li> <li>• Teresa Bishow, Writing legally defensible findings (powerpoint slides)</li> </ul>	Assignment 2 given out

4 (4/21)	Managing Development Impacts, Infrastructure and Growth.	<ul style="list-style-type: none"> <li>• Cullingworth and Caves, Planning in the USA, 4<sup>th</sup> Ed., Chapter 9 (pp176-194)</li> <li>• Burge, Gregory S., Trey L. Trospen, Arthur C. Nelson, Julian C. Juergensmeyer, and James C. Nicholas. "Can Development Impact Fees Help Mitigate Urban Sprawl?" Journal of the American Planning Association 79, no. 3 (July 3, 2013): 235–48. <a href="https://doi.org/10.1080/01944363.2014.901116">https://doi.org/10.1080/01944363.2014.901116</a>.</li> </ul>	
(4/23)	Planning Topics Affordable housing	<ul style="list-style-type: none"> <li>• White House, Housing development toolkit, 2016. <a href="https://www.whitehouse.gov/sites/whitehouse.gov/files/images/Housing_Development_Toolkit%20f.2.pdf">https://www.whitehouse.gov/sites/whitehouse.gov/files/images/Housing_Development_Toolkit%20f.2.pdf</a></li> <li>• SUGGESTED HOUSING POLICY GUIDE INITIATIVES, APA policy guide on housing (<a href="https://www.planning.org/policy/guides/adopted/housing.htm">https://www.planning.org/policy/guides/adopted/housing.htm</a>)</li> <li>• Planning ahead: county planning, land use and zoning strategies for affordable housing (<a href="https://www.naco.org/resources/featured/planning-ahead-county-planning-land-use-zoning-strategies-affordable-housing">https://www.naco.org/resources/featured/planning-ahead-county-planning-land-use-zoning-strategies-affordable-housing</a>)</li> </ul>	Assignment 1 due
5 4/28	Guest speaker (Affordable housing)	<ul style="list-style-type: none"> <li>• Eugene affordable housing strategies materials (3 reports available on Obaverse)</li> </ul>	
4/30	Guest Speaker (Tiny Housing Projects in Eugene)	<ul style="list-style-type: none"> <li>• <a href="https://www.squareonevillages.org/emerald">https://www.squareonevillages.org/emerald</a></li> <li>• Eugene Tiny Homes provide housing bridge for homeless people <a href="https://www.opb.org/news/article/eugene-tiny-house-village-homeless/">https://www.opb.org/news/article/eugene-tiny-house-village-homeless/</a></li> <li>• YouTube Videos about Emerald Village in Eugene (search)</li> </ul>	Assignment 3 given out
6 5/5	Planning Topics Sustainable Transportation	<ul style="list-style-type: none"> <li>• American Planning Association. "Complete Streets (PAS 559)." Accessed March 11, 2020. <a href="https://www.planning.org/publications/report/9026883/">https://www.planning.org/publications/report/9026883/</a>, APA PAS Report 559 pp 1-35, pp79-100.</li> <li>• Cohen, Adam. "Planning for Shared Mobility," APA PAS Report 583, pp8-55.</li> </ul>	
5/7	Guest Lecture	<ul style="list-style-type: none"> <li>• Eugene sustainable transportation planning and programs</li> </ul>	Assignment 2 Due
7 5/12	Planning topics Environmental planning	<ul style="list-style-type: none"> <li>• Cullingworth and Caves, Planning in the USA, 4<sup>th</sup> Ed. Chapter 12 (pp243-297)</li> <li>• Woo, Myungje, and Jean-Michel Guldmann. "Impacts of Urban Containment Policies on the Spatial Structure of US Metropolitan Areas." Urban Studies 48, no. 16 (December 2011): 3511–36.</li> <li>• Shahab, Sina, J. Peter Clinch, and Eoin O'Neill. "Estimates of Transaction Costs in Transfer of Development Rights Programs." Journal of the American Planning Association 84, no. 1 (January 2, 2018): 61–75. <a href="https://doi.org/10.1080/01944363.2017.1406816">https://doi.org/10.1080/01944363.2017.1406816</a>.</li> </ul>	
5/14	Planning Topics Green infrastructure	<ul style="list-style-type: none"> <li>• Rouse, David C. "Green Infrastructure: A Landscape Approach," APA PAS Report 571, pp17-46, pp145-154.</li> </ul>	

	Green buildings	<ul style="list-style-type: none"> <li>Green building policy and programs, APA Info. Packet, 2011. Pp3-9.</li> </ul>	
8 5/19	Land use planning and spatial planning approaches (International experiences)	<ul style="list-style-type: none"> <li>World Bank. East Asia's Changing Urban Landscape: Measuring a Decade of Spatial Growth. The World Bank, 2015. <a href="https://doi.org/10.1596/978-1-4648-0363-5">https://doi.org/10.1596/978-1-4648-0363-5</a>. Pp. 11-64</li> <li>An overview of spatial policy in Asian and European countries (<a href="http://www.mlit.go.jp/kokudokeikaku/international/spw/index_e.html">http://www.mlit.go.jp/kokudokeikaku/international/spw/index_e.html</a>)</li> <li>National spatial frameworks, UN Habitat Report. China (pp10-19), South Korea, pp 32-41.</li> </ul>	
5/21	National land use planning and sustainable urban development	<ul style="list-style-type: none"> <li>China - National New Urbanization Plan 2014-2020</li> <li>South Korea – Comprehensive National Territorial Plan 2000-2020</li> </ul>	
9 5/26	Land use planning for Sustainable Land Management	<ul style="list-style-type: none"> <li>China - National Functional Zoning Classification System</li> <li>China - National Land Use System and Redline Approach to critical ecological land protection</li> </ul>	
5/28	Eco-city development	<ul style="list-style-type: none"> <li>Caprotti, Federico. "Critical Research on Eco-Cities? A Walk through the Sino-Singapore Tianjin Eco-City, China." <i>Cities</i> 36 (February 2014): 10–17. <a href="https://doi.org/10.1016/j.cities.2013.08.005">https://doi.org/10.1016/j.cities.2013.08.005</a>.</li> <li>Suzuki, Hiroaki, Arish Dastur, Sebastian Moffatt, Nanae Yabuki, and Hinako Maruyama. <i>Eco2 Cities: Ecological Cities as Economic Cities</i>. The World Bank, 2010. <a href="https://doi.org/10.1596/978-0-8213-8046-8">https://doi.org/10.1596/978-0-8213-8046-8</a>.</li> <li>Bengston, David N., tech. ed. "Policies for Managing Urban Growth and Landscape Change: A Key to Conservation in the 21st Century." St. Paul, MN: U.S. Department of Agriculture, Forest Service, North Central Research Station, 2005. <a href="https://doi.org/10.2737/NC-GTR-265">https://doi.org/10.2737/NC-GTR-265</a>.</li> <li>Land use planning systems in the OECD (country fact sheets) <a href="http://www.oecd.org/publications/land-use-planning-systems-in-the-oecd-9789264268579-en.htm">http://www.oecd.org/publications/land-use-planning-systems-in-the-oecd-9789264268579-en.htm</a></li> </ul>	
10 6/4	Land use planning for Sustainable Land Management Compact Development	<ul style="list-style-type: none"> <li>Japan - Compact City Policies and Cases (pp1-47)</li> <li>China – National mandate on Urban Development Boundaries: challenges and promises.</li> <li>Yang, Yizhao, Lei Zhang, Yumin Ye, and Zhifang Wang. "Curbing Sprawl with Development-Limiting Boundaries in Urban China: A Review of Literature." <i>Journal of Planning Literature</i> 35, no. 1 (February 1, 2020): 25–40. <a href="https://doi.org/10.1177/0885412219874145">https://doi.org/10.1177/0885412219874145</a>.</li> <li>Matsumoto, Tadashi. "Compact City Policies: Comparative Assessment." <i>Compact City Policies</i>, 2011, 12pages.</li> </ul>	
6/6	Presentation Course wrap up/review	Class project presentations (TBD)	Assignment 3 project due

11 6/9		Final exam (take home)	
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\*Guest Speaker Lectures: the guest speakers will not be involved in grading assignments or in assignment of points and that in the event a guest lecture does not show up, the course instructor will deliver similar material and a similar presentation.