

Introduction to Informatics

Fall 2021

Dr. Blaha,

Tuesday Lecture 2:00 – 3:30

Garrison Hall 0.102

Discussion Sections, Thursday, 2:00 – 3:30:

Stephen Slota

WCP 5.102

28505

Syllabus

The syllabus for i301 includes goals for the course, the grading policy, an overview of assignments, and a list of writing tips and resources you may find helpful. If, at any time throughout the semester, you have questions about the syllabus, please contact your instructor for clarification.

Contact

Instructor: Craig Blaha

Office Hours: Virtual office hours Monday, 10:00 AM or by appointment

Office: UTA 5.234

Email: (please contact me using Canvas) craig.blaha at utexas.edu

TA: TBD

Instructor: Stephen Slota

Office Hours: TBD

Office: TBD

Email:

TA: TBD

General contact procedures:

Any of the instructors are happy to help you with any issues that arise. However, you are much more likely to get a direct and immediate answer on administrative questions if you start with your section instructor.

Course Goal

This course will introduce students to informatics. Students will explore the foundations of the field, the core values and the concentration areas offered by the UT iSchool Informatics program.

Prerequisite: none.

Course Objectives

Through this course students will:

- Gain familiarity with the foundational theories, concepts, and challenges in Cultural Heritage Informatics, Health Informatics, Human-Centered Data Science, Social Informatics, Social Justice Informatics, and User Experience Design.
- Cultivate an appreciation for the importance of working in diverse and inclusive teams, serving diverse audiences, and working toward social justice and equity.
- Use the iSchool's core values as an ethical framework to analyze current events related to Informatics and formulate independent arguments.
- Understand the perspectives of users and other stakeholders in informatics, including their needs, values, and preferences.
- Develop basic technical proficiency in Informatics related technology.
- Demonstrate written and oral communication and collaboration skills by working effectively as a part of a team while also having individual accountability.

Course Materials

i301 does not have a textbook or course packet. Instead, all readings will be available through Canvas, UT's Library, or through the World Wide Web.

Course Format

The semester is divided into four different main topics:

1. Introduction
 - a. The first two or three weeks of the semester we will focus on an overview of the field of informatics and its relationship to information studies. We will also explore some of the fundamental ideas related to the concept of information.
2. Core Values
 - a. The next four weeks of the semester will focus on the core values of the UT Austin School of Information. We will discuss what these core values are and explore how to use these core values to guide our actions and reactions to real-world scenarios.
3. Concentrations
 - a. The six weeks following the core values section will focus on each of the six different concentrations. We will explore the historical and intellectual background, as well as current events related to each concentration. The goal of this section is to help make sure each student understands all of the concentrations well enough to confidently decide which two Concentration introduction courses they will choose.
4. Wrap up
 - a. The last few weeks will include final presentations, discussions, and a review of the semester.

The two class meetings each week will normally be divided among a lecture and a discussion section, although this will vary depending on the topics and assignments we are working on. Students are expected to attend each session; Tuesday and Thursday of each week.

As part of a semester-long group project, students will work in a small group to apply their understanding of the core values and one of the concentrations to propose a solution to a real-world problem or dilemma. Groups will choose a relevant current event to use as their problem or dilemma and develop a proposal and oral presentation to address that problem using the four core values as a lens. More details on the final project are available below.

Grading Policy

301 uses the traditional UT Austin undergraduate grading scale:

A	94 - 100
A -	90 - 93
B +	87 - 89
B	83 - 86
B -	80 - 82
C +	77 - 79
C	73 - 76
C -	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62 (minimum for pass/fail students to pass)
F	Below 60

The different assignments throughout the semester are weighted as described below:

1. Attendance/class participation 20%
2. Discussion questions 20%
3. Module quizzes 10%
4. Core values assignment 10%
5. Final assignment – individual essay 10%
6. Final assignment – peer review 10%
7. Final assignment – group essay 10%
8. Final assignment – group presentation 10%

Each of the Final Assignment projects must be satisfactorily completed in order to pass the class.

Grades for essays, quizzes, participation, and weekly discussions will be posted in Canvas. It usually takes us one week to finish grading each assignment that was submitted by the deadline, with larger assignments graded within two weeks, so you should be able to keep up with your grade on a regular basis. If you have any questions about your grades at any point, definitely let your instructor(s) know!

Late Grading:

Late assignments will not be accepted unless the instructor approves the late submission ahead of time. If you become ill or experience some kind of emergency, please let the instructor know asap. Once the due date for an assignment has passed, it is more difficult for us to excuse late assignments, but we definitely want to know if something is going on so we can work with you to make sure you succeed in the class!

Assignments

Attendance/Participation

Positive, thoughtful, and active participation in the discussion sections and at times during the main lecture, is strongly encouraged. Your lived experience, questions, ideas, and

even your confusion are valuable contributions to the class and will help make the course more interesting and valuable for everyone!

Attendance and participation go hand in hand; it isn't enough to just be physically (or virtually!) present, we ask that you also show up having read and thought about the materials for the week and how they relate to your own personal experience and the previous topics covered in class.

Ideally you will be able to attend class every week, but we understand that life can get in the way, especially during a pandemic. Each student is allowed two missed classes without consequence; you can miss a lecture and discussion section one week, for example, or two different lectures throughout the semester, without your participation grade being negatively affected. We would really appreciate knowing ahead of time, if possible, that you will not be able to attend class. If it isn't possible to notify us ahead of time, we would love to know afterward just to make sure that you are alright. If you miss more than two classes your participation grade will drop by one grade level for each missed class. For example, if you miss 3 classes, the highest participation grade you will be able to achieve is a B, and that assumes that every day you attend class you are actively engaged and making valuable contributions.

If you need to miss more than two classes for medical reasons, we will need a doctor's note and you should definitely get in touch with us to talk through how we might limit the impact of missing class on your semester grade.

Discussion Questions

Each week students will prepare and submit to Canvas a discussion question about the assigned reading for that week. Discussion questions are due in Canvas by the beginning of the Tuesday lecture class at 2:00 PM. Late discussion questions will not be accepted. The discussion question should be focused on one or more of the required readings, at least 75 words long for each reading, and should make it clear that you have both read and thought about the assigned material.

Your instructor will select a few of the discussion questions to guide the discussion of the week's readings in the Thursday discussion section. We will not have time to discuss a submission from each student during each class. Discussion questions are an opportunity for you to bring your own particular point of view and interests to the material we cover in class, and students are encouraged to connect the material to current events and prior learning both in this class and other courses you may have taken. Discussion questions should be conversation starters. It might help for you to look for an idea or assertion in the reading that you found interesting and would like to talk to your peers about in class. Discussion questions are not "answerable", if your question has a correct answer, it probably isn't a good discussion question!

Module Quizzes

A weekly review quiz covering the lecture materials and readings will be available through Canvas. The quiz will become available after that week's lecture (Tuesday at 3:30) and will be due before the beginning of the next week's lecture (the following Tuesday at 2:00). The quizzes are meant as a review and are open book, but we expect you to take them on your own, without collaborating with others. The top ten (out of twelve total) scores a student receives on these quizzes will be counted toward the student's final grade in the course, the other scores will be dropped.

Core Values Assignment

During the first half of the semester, students will work in small groups to apply each of the four core values to a dilemma or real-world problem. Students will work together in class to discuss the core value for the week, find and discuss relevant dilemmas, and determine appropriate solutions to propose to those dilemmas. During the final core value discussion section, students will have time to develop a presentation that will convince the leader of an organization related to the dilemma (this may be the CEO or President of the company, for example), to take action that is consistent with all four core values discussed in class. Students will present their pitch during the discussion section. A few outstanding student groups may be asked to present in front of the larger class.

Final Assignment

The final assignment for the class is designed to build on the skills learned in the core values assignment above, to develop an independent written discussion of the application of one of the core values to a dilemma, and to work as part of a group to develop a larger written assignment and group presentation.

As part of this assignment, students will work together in small groups to analyze an open-ended dilemma in one of the six different concentrations. Students will first rank the six different concentrations based on their level of interest. The instructor will use this ranking to create groups of three to four students who will work to develop four graded deliverables:

1. An individual student paper that analyzes the dilemma using one of the four core values as a lens. Each student will choose a different core value and write a paper of between 1,500 and 2,500 words in length analyzing the dilemma using the lens of that core value.
2. A peer review of the individual papers written by the other members of your group. This is a great way to make sure you are familiar with the work of your group members and to start to think about how you might combine your work into a single, holistic document.
3. A group paper that combines each of the individual papers into one complete and coordinated paper. This group paper should be more than just a copy and paste version of the different individual papers, it should bring together the three to four different points of view into one, coordinated recommendation for action to the CEO or president of the company. This paper should be between 2,000 and 3,000 words long.
4. A three-to-five-minute group presentation to the class based on the combined paper that is meant to convince the CEO to take the recommended action.

As the foundation for this exercise, the group will find a moral dilemma, with the guidance of the instructor, that is relevant to their concentration. The group will then use that dilemma as the foundation for the four assignments mentioned earlier.

The schedule for this assignment:

1. Week 6 – 9/30
 - a. Students rank their choice of Concentration for group membership
2. Week 7 – 10/7
 - a. Students are notified of group membership
3. Week 8 – 10/14
 - a. Each group will select a dilemma to use as the foundation for their project
4. Week 10 – 10/28

- a. Individual essays due. These essays apply **one** of the core values lenses to the dilemma.
- 5. Week 11 – 11/4
 - a. Peer review due. Students will review the individual essays of the three other members of their group.
- 6. Week 12
 - a. Students receive individual grades and feedback on their individual essay.
- 7. Week 13 – 11/18
 - a. Students present pitch to the CEO during discussion group
- 8. Week 14 – 12/2
 - a. Top student groups present pitch to the CEO in front of main lecture
 - b. Students submit final paper that combines each of the individual papers into one synthesized final report.

Schedule

The preliminary schedule for the major assignments for this semester is listed below. Each of these assignments and due dates will be discussed in class during the semester, but this schedule is offered as a guide to help you plan your workload throughout the semester:

9/30	Rank Concentrations by end of class
10/7	Core Values Pitch to CEO
10/14	Submit Dilemma to Canvas
10/28	Individual Dilemma Essay
11/4	Peer Review
11/18	CEO pitch
12/2	Final Paper Due

Introduction			
Date	Meeting	Agenda	Due
Week 1 - Introduction			
8/26	Discussion Section	Welcome Review Syllabus Introductions	Nothing due
Week 2 – What is Information?			
Readings			
1. Weaver, W. (1949). The mathematics of communication. Scientific American, 181(1), 11- 15. 2. Bawden, David, & Robinson, Lyn. (2009). The dark side of information: Overload, anxiety and other paradoxes and pathologies			
Optional readings:			
1. Ackoff, R. L. (1989). From data to wisdom . <i>Journal of Applied Systems Analysis</i> 15:3-9.			

2. Bellinger, G., Castro, D., & Mills, A. (2004). Data, information, knowledge, and wisdom, viewed 8/22/2018, www.systems-thinking.org/dikw/dikw.htm (Links to an external site.)
3. Braganza, A. (2004). [Rethinking the data-information-knowledge hierarchy: Towards a case-based model](#). *International Journal of Information Management*. 24(4), 347 – 356
4. Buckland (1991) [Information as thing](#).
5. Shannon, C. (1948). A mathematical theory of communication. Bell Systems Technical Journal. Retrieved from: <https://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=6773024> (Links to an external site.)

8/31	Lecture	What is Information	Readings – complete required readings before lecture
9/2	Discussion Section	Discuss readings and lecture	

Week 3 – Informatics and Information Studies

Readings

1. Dillon, A. (2012). What it Means to be an iSchool. *Journal of Education for Library and Information Science*, 53(4), 267–273.
2. Honma, T. (2005). [Trippin' over the color line: The invisibility of race in library and information studies](#). *InterActions: UCLA Journal of Education and Information Studies*.
3. Watch Dr. Bobb discuss equity in Computer Science: https://www.youtube.com/watch?v=Pti9hkvU_dw&feature=youtu.be (Links to an external site.)

9/7	Lecture	Information Studies, Informatics	Readings Week 2 Quiz Due by 2:00 PM
9/9	Discussion Section	Review quiz Discuss readings	

Core Values

Date	Meeting	Agenda	Due
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Week 4 – Information Serves Humanity

Readings

1. Vedantam, S., Cohen, R.& Boyle, T. Fake news: An origin story. NPR podcast - <https://www.npr.org/2018/06/25/623231337/fake-news-an-origin-story>
2. Meyer, R. (2018). The grim conclusions of the largest-ever study of fake news. *The Atlantic*. Retrieved from: <https://www.theatlantic.com/technology/archive/2018/03/largest-study-ever-fake-news-mit-twitter/555104/>

9/14	Lecture	Information Serves Humanity	Readings
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			Week 3 Quiz Due by 2:00 PM
9/16	Discussion Section	Review Quiz Discuss readings	
<i>Week 5 – A People First Perspective</i>			
Readings			
<ol style="list-style-type: none"> 1. Grady, C. (2020). Why the term “BIPOC” is so complicated, explained by linguists. https://www.vox.com/2020/6/30/21300294/bipoc-what-does-it-mean-critical-race-linguistics-jonathan-rosa-deandra-miles-hercules 2. Leetaru, K. (2018). How data brokers and pharmacies commercialize our medical data. Retrieved from: https://www.forbes.com/sites/kalevleetaru/2018/04/02/how-data-brokers-and-pharmacies-commercialize-our-medical-data/?sh=6c42ca1a11a6 (Links to an external site.) 3. Watch: 4. Oliver, J. (2015). Marketing to doctors: Last Week Tonight with John Oliver. Retrieved from: https://www.youtube.com/watch?v=YQZ2UeOTO3I (Links to an external site.) 			
9/21	Lecture	A People-First Perspective	Readings Week 4 Quiz Due by 2:00 PM
9/23	Discussion Section	Review Quiz Discuss readings Group work – first group meeting, discuss the dilemma and plan presentation	
<i>Week 6 – Technology for Social Good</i>			
Readings			
<ol style="list-style-type: none"> 1. Caldwell, W. (2015). Multi/Inter/Trans – disciplinary, what’s the difference? Retrieved from: https://blogs.lt.vt.edu/grad5104/multiintertrans-disciplinary-whats-the-difference/ (Links to an external site.) 2. Evans, J. (2014). What is transdisciplinarity. https://polytechnic.purdue.edu/blog/what-transdisciplinarity (Links to an external site.) 3. Read the Good Systems Annual Report: https://bridgingbarriers.utexas.edu/good-systems/ 4. Watch: What is a Grand Challenge – Breaking down academic silos: https://www.youtube.com/watch?v=NeHkQnzV2dc 			
9/28	Lecture	Technology for Social Good	Readings Week 5 Quiz Due by 2:00 PM
9/30	Discussion Section	Review Quiz Discuss readings	9/30 Rank Concentration

		Group work – build the presentation	s by end of class
Week 7 – An Interdisciplinary Approach			
Readings			
<ol style="list-style-type: none"> Martin, N. (2020). How tech companies can advance data science for social good https://ssir.org/articles/entry/how_tech_companies_can_advance_data_science_for_social_good MIT Technology Review. (2015). Why self-driving cars must be programmed to kill https://www.technologyreview.com/2015/10/22/165469/why-self-driving-cars-must-be-programmed-to-kill/ (Links to an external site.) 			
10/5	Lecture	An Interdisciplinary Approach	Readings Week 6 Quiz Due by 2:00 PM
10/7	Discussion Section	Core Values Pitch to CEO Meet with Concentration groups	

Concentrations			
Week 8 – Cultural Heritage Informatics			
Date	Meeting	Agenda	Due
Readings			
<ol style="list-style-type: none"> Smith, B. (2019, July 11). As technology like AI propels us into the future, it can also play an important role in preserving our past. Microsoft. https://blogs.microsoft.com/on-the-issues/2019/07/11/as-technology-like-ai-propels-us-into-the-future-it-can-also-play-an-important-role-in-preserving-our-past/ Review: Tharoor, K. (n.d.). Preserving the past: The world’s cultural heritage faces many threats, but it can be protected. Google Arts & Culture. https://artsandculture.google.com/story/preserving-the-past/_gJcPvJnKrhWKw 			
10/12	Lecture	Core Values Pitch Exemplars Cultural Heritage Informatics	Readings Week 7 Quiz Due by 2:00 PM
10/14	Discussion Section	Discuss readings Meet with group	10/14 Submit Dilemma to Canvas
Week 9 – Social Informatics			
Readings			
<ol style="list-style-type: none"> Kling, R. (2007). What is social informatics and why does it matter? (Links to an external site.) <i>The Information Society</i> 23, 4. Pp. 205 – 220. 			

- Meyer, Eric T. (2014). Examining the Hyphen: The Value of Social Informatics for Research and Teaching. In Pnina Fichman and Howard Rosenbaum (Eds.) Social Informatics: Past, Present and Future. Cambridge: Cambridge Scholarly Publishers, 56-72.

Recommended:

- Sawyer, Steve, and Kristin R Eschenfelder. "Social Informatics: Perspectives, Examples, and Trends." Annual review of information science and technology 36.1 (2002): 427–465. Web.

10/19	Lecture	Social Informatics	Readings Week 8 Quiz Due by 2:00 PM
10/21	Discussion Section	Review previous quizzes Discuss readings Meet with group	

Week 10 – User Experience Design

Readings

- Bias, R. (2014). [The tortoise and the \(soft\)ware: Moore's Law, Amdahl's Law, and performance trends for human-machine systems.](#)
- Krause, R., Rosala, M. (2020). What a UX career looks like today. Retrieved from: <https://www.nngroup.com/articles/ux-career-advice/?lm=definition-user-experience&pt=article>
- Fleischmann, K. (2009). Sociotechnical interaction and cyborg-cyborg interaction: Transforming the scale and convergence of HCI. *The Information Society*.

Recommended:

- Gwizdka, J., Hosseini, R., Cole, M., & Wang, S. (2017). [Temporal dynamics of eye-tracking and EEG during reading and relevance decisions. Journal of the Association for Information Science and Technology](#), 68(10), 2299–2312. <https://doi.org/10.1002/asi.23904>
- Hinze-Hoare, V. (2007). *The Review and Analysis of Human Computer Interaction (HCI) Principles*. ArXiv, abs/0707.3638. <https://arxiv.org/ftp/arxiv/papers/0707/0707.3638.pdf>
- Interview of Jacek Gwizdka, UT Austin professor; <https://utexas.hosted.panopto.com/Panopto/Pages/Embed.aspx?id=662f7663-9143-4511-8114-4f1afa5830ac&v=1>
- If you are really interested, check out this free youtube course created by Eric Nordquist – Clinical Associate Professor at the iSchool: <https://www.youtube.com/playlist?list=PLXRPK3PusGtxrJuKfM1l3MJhGeBZCHD2C>

10/26	Lecture	User Experience Design	Readings Week 9 Quiz Due by 2:00 PM
10/28	Discussion Section	Writing workshop Meet with group Submit essay	10/28 individual essay

Week 11 – Human Centered Data Science

Readings

1. Cosley, B. (2021). Human-Centered Data Science: When succeeding in data science means interacting with humans. Retrieved from: <https://towardsdatascience.com/human-centered-data-science-3d92066bf779> (Links to an external site.)
2. IBM. (2020). What is Data Science? Retrieved from: <https://www.ibm.com/cloud/learn/data-science-introduction>

Watch:

3. UT Austin VPR. (2020). Into AI: Machine learning. https://www.youtube.com/watch?v=C91zJ0ko2Ek&list=PLIil3TfyMHXQ3TgeyjQg5_hbQCfeZlIXK (Links to an external site.)

Recommended:

1. Harford, T. (2014), Big data: A big mistake?. Significance, 11: 14-19. <https://doi.org/10.1111/j.1740-9713.2014.00778.x>
2. Provost, Foster, and Tom Fawcett. *Data science and its relationship to big data and data-driven decision making*. Big Data 1.1 (2013): 51-59.

11/2	Lecture	Human Centered Data Science	Readings Week 10 Quiz Due by 2:00 PM
11/4	Discussion Section	Review previous quizzes Discuss readings Meet with group	11/4 Peer review due

Week 12 – Health Informatics

Readings

1. Bath, P. A. (2008). Health informatics: Current issues and challenges. Journal of Information Science, 34(4), 501 – 518.
2. Ovide, S. (2021, April 14). Can medical Alexas make us healthier? The New York Times. <https://www.nytimes.com/2021/04/14/technology/alexa-virtual-assistant-health-care.html> (Links to an external site.)

11/9	Lecture	Health Informatics	Readings Week 11 Quiz Due by 2:00 PM
11/11	Discussion Section	Review previous quizzes Discuss readings Meet with group	

Week 13 – Social Justice Informatics

Readings

1. Read Chapter 1 - Dimensions of International Justice and Social Justice for an excellent framework to think about these issues: United Nations. (2006). Social Justice in an open world: The role of the United Nations. Retrieved from: <https://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf> (Links to an external site.)
2. Kusner, M. J., Loftus, J., Russell, C., & Silva, R. (2017). Counterfactual Fairness. *Advances in Neural Information Processing Systems*, 4066–4076.
3. Sadowski, J. (2019). When data is capital: Datafication, accumulation, and extraction. *Big Data & Society*, 6(1), 1-12.

11/16	Lecture	Social Justice Informatics lecture	Readings Week 12 Quiz Due by 2:00 PM
	Assignment	CEO Pitch ready for 11/18	
11/18	Presentations		CEO Pitch

Final Presentations			
Date	Meeting	Agenda	Due
<i>Week 14</i>			
11/23	No class (Thanksgiving Break)		
11/25	No class (Thanksgiving Break)		
<i>Week 15</i>			
11/30	Presentations	CEO Pitch Exemplars Review semester	Week 13 Quiz Due by 2:00 PM
12/2	Presentations	Writing lab	Final Paper due by end of day 12/2

Plagiarism

I have already discussed plagiarism and we will cover it more closely during the semester, but I thought it was important to include this text from [Undergraduate Studies](#):

Using someone else's work in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else's work, buying a paper and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source, are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized.

Learning to cite sources appropriately is an important part of becoming a professional. When you are unsure about citation, you are encouraged to **ask your instructor** (who is already an expert in the discipline) what is appropriate in the context of your assignment. Consultants at The [University Writing Center](#) can also help you determine whether you are citing sources correctly—and they have helpful guides online for using [direct quotations](#) and [paraphrasing](#). Reviewing those skills will help you feel confident that you are handling sources professionally in your writing.

You can read the University's definition of plagiarism and other forms of academic dishonesty in Sec. 11-402 of the [Student Conduct Code](#). For more information, visit the [Dean of Students' site](#).

Anti-Oppression

I have worked hard over the past summer to completely revamp this course to be anti-racist and anti-sexist. It is a work in progress. Among other resources, I have focused and relied heavily on this collection I have put together:

<https://utexas.app.box.com/folder/115692784945?s=uzohfuct8dpze5gojkkp4e4fffse51k2>

This effort builds on the work I started in graduate school in 1995, where I completed a Master's in Education at Claremont Graduate School (now Claremont Graduate University) with a focus on what was called at the time "multiculturalism". I am excited to take what I consider to be an important step forward in this thinking; not just focusing on "inclusivity", but on actively fighting against racism and sexism in my personal and professional life. I share this to let you know that the class will not be perfect; I ask for your patience, generosity, and thoughtful feedback throughout the semester. In return, I will strive to show the same patience, generosity, and thoughtfulness toward the class and each individual student.

Respectful Conversations

Below is a list of guidelines to keep in mind as we have conversations in class. These guidelines will help us have conversations around difficult or challenging ideas, while remaining respectful of one another and allowing for open dialogue:

- Be intentional about your language. Think about the language you are using, not just in terms of intent, but also in terms of impact. If someone says something you hear as offensive, consider that they may not realize they have said something hurtful. If someone calls you out for saying something offensive, remember that your intent can be different than your impact. Ask yourself, before you engage, if your words will effect change, understanding, and empathy.

- Respectfully challenge the idea, not the person. Focus on the facts or ideas you want to communicate, without attacking the person.
- Don't make assumptions. When you're unsure about something someone has said, ask for clarification and be willing to listen to the response.
- Encourage understanding. If you are part of a discussion that has become harmful or offensive, do your part to encourage empathy and understanding.
- Avoid generalizing or over-simplifying. Being too general may overshadow the heart of the matter and appear as insensitive.
- Use facts graciously, not to shut down a conversation. Remind people that this is a conversation. Everyone's personal experience matters. Recommend that people share information to deepen the discussion, not to shut down the conversation
- Do not tokenize people. Individuals can only speak to their own experiences. Do not look to others to speak on behalf of their race, gender, ethnicity, or other groups they may identify as being a part of.
- Acknowledge common ground. Even if you don't wholeheartedly agree with someone, if you can appreciate something they've said or done, let them know.
- Call people "in" not "out". When you are holding someone accountable for an offensive or ignorant statement, think about how to address the hurt they caused and still engage them in the conversation.

Resources

Style Manuals

Students will need to cite all sources for their essays in APA format. Purdue University Online Writing Lab (OWL) offers a great overview on how to do this:

<http://owl.english.purdue.edu/owl>

Style manuals are located under Research and Citation.

University Policies

Religious or Holy Day Observance

"A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence."

(<http://www.utexas.edu/student/registrar/catalogs/gi04-05/ch4/ch4g.html>)

Email

"Electronic mail (e-mail), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send e-mail communications to all students, and the University will expect that e-mail communications will be received and read in a timely manner."

(<http://www.utexas.edu/student/registrar/catalogs/gi04-05/app/appn.html>). I will reply to

student emails within 24 hours on weekdays and 48 hours on weekends barring a rare and extenuating circumstance.

Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

University Resources for Students

Services for Students with Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center

The [Counseling and Mental Health Center](#) serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students' well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515. If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Other Resources

Undergraduate Writing Center: <http://uwc.utexas.edu/>
Libraries: <http://www.lib.utexas.edu/>
ITS: <http://www.utexas.edu/its/>
Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

LAND ACKNOWLEDGMENT

As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and, particularly, in the greater Austin area. To that end, it is incumbent upon The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn.

Land Acknowledgment

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:
- www.utexas.edu/emergency

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

<https://deanofstudents.utexas.edu/conduct/standardsofconduct.php>

Q Drop Policy

If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

COVID-19 Updates: Fall 2020 Semester

COVID-19 Update: While I will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience. <https://coronavirus.utexas.edu/students>

“Keep Learning” Resources

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: <https://onestop.utexas.edu/keep-learning/>

Sharing of Course Materials is Prohibited:

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Class Recordings:

Class recordings are reserved only for students in this class for educational purposes and

are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.