

MUS 342/WGS 340/MES 342 Music and Gender F 2020

UNIQUE NUMBERS 22204/44461/39669

DRAFT AS OF 8/24/2020---SUBJECT TO CHANGE

Class Meets: Tues – Thurs 9:30–10:50 via zoom and canvas

Course Mode: Online Synchronous, with some asynchronous activities

HOWEVER: Please notify me if you have difficulty with the internet, time zone or other issues

Instructor: Sonia Tamar Seeman

Office: virtual office via zoom

Pronouns: she/her/hers

Office Hours: Tues 2:00-4:00 pm and by appointment

Email: stseeman@austin.utexas.edu

Course Description

University Catalog Course Description

This course explores musical and visual portrayals of gender from a variety of cultural areas ranging from American pop genres to North African, Arabic, Turkish genres and beyond. Music and Gender is cross-listed with Women and Gender Studies (WGS 340) and Middle Eastern Studies (MES), thus contains case studies of Middle Eastern musical regions as well as US, European and other areas. Several graduate students have enrolled in a parallel version of this class and will be completing longer assignments, research projects and in-depth readings. You may be seeing these students in some of the class zoom sessions, and they will be meeting with me for an additional hour outside of this class meeting time. However, their grading criteria and workload will be quite different from the undergraduate course expectations.

What will you learn?

Gender constitutes a fundamental factor in social and cultural life. While Blacking proposed music as humanly-organized sound, we can push Blacking's premise of "soundly-organized humanity" into the realm of gender identification and sexual orientation. In other words, this class will ask: how does music shape AND reflect our sense of gendered identity, guides or channels sexual behavior, support and/or challenge ideologies about gender norms? Through this class you will explore these questions through music, videos, writings, interviews, lectures and reflecting on your own experiences. By the end of this semester, you will carry significant questions as well as tools for better understanding how music shapes and reflects social norms, defines difference, and proposes new ways to expand our own identities.

In order to develop critical thinking skills, this course is designed as a "flipped" class in which you will explore ideas on your own before class meetings, apply ethical considerations to real-life circumstances, and engage in issues and theoretical frameworks introduced in class. To facilitate your own learning you will be expected to read, watch, listen and/or explore materials and submit your comments on those materials in advance of the class meeting. You will also select a semester-long research or other exploratory project of your own choosing that draws on course concepts and materials. You will develop portions of your final work in stages during the semester.

In addition, this course is designed for three skills and experiences flags: global cultures; writing and ethics.

Skills and Experience Flags

The course carries a Global Cultures Flag. It also has secured Ethics and Leadership Flag and Writing Flag, but these will not be officially listed as such until Spring 2021. Based on the campus flag committees' approval of this course for these three flags, you will be able to petition to have this course accepted as Writing flag and Ethics and Leadership flag.

Global Cultures Flag:

Courses that carry the Global Cultures Flag increase your familiarity with cultural groups outside the United States. Courses with the Global Cultures Flag ask you to explore the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present. These courses also encourage you to reflect on your own cultural experiences. This course is cross-listed with Middle Eastern Studies, so you will be introduced to music and gender issues from the Middle East, Southeastern Europe, North and West Africa, as well as traditions that might be more familiar to you.

Writing Flag:

Writing flag courses require that students revise work based on feedback from the instructor. The course must be structured around the principle that good writing requires re-writing. Students must receive meaningful feedback from the instructor so they can improve successive drafts. Thus in this course, you can expect: 1) **you must write regularly** (several times during the semester) and complete writing projects that are substantial. In this class, your final papers will build on your earlier essays and discussion submissions. 2) **You will receive feedback** from the instructor to help improve your writing. You may revise previous submissions for consideration of a better grade by re-submitting no later than one week after

receiving your assignment with the instructor's comments; 2) your re-submission must show improvement. You will also submit a draft outline of your final paper as a midterm assignment. You will also engage in peer editing exercises to gain skills for providing and receiving feedback and will be able to revise your drafts according to your peer's comments. 3) Your writing will make up at least **one-third** of the course grade.

Ethics Flag

Courses carrying the Ethics Flag equip you with the tools necessary for making ethical decisions in your adult and professional life. Courses carrying this flag expose you to ethical issues and to the process of applying ethical reasoning in real-life situations. **Thus in this course you can expect the following:** 1) At least one-third of the course grade must be based on work in practical ethics, i.e., the study of what is involved in making real-life ethical choices. 2) the flag requirement has been added in unique ways to enhance the class. You might be asked to think through case studies involving ethical issues or dilemmas, determine what actions you would take if pressured by a superior at work, or argue from multiple perspectives before asserting your own view. Any such activities are designed to help you master course content, increase your awareness of factors that bear on ethical decision-making, and equip you to be your best self in difficult situations.

Learning Outcomes

1. How to carry out a semester-long research project in stages.
2. How to apply ethical considerations to music and social justice issues.
3. How to constructively debate and disagree using evidence.
4. How to draft, write, revise, and use citations according to humanities disciplines.
5. How to think more broadly about music and the world around you, as well as your own complex identity/ies.

How will I learn?

1. Read, listen, view assigned materials, as well as those brought in by your classmates
2. Respond to pre-class assignment prompts based on assigned materials.
3. Listen to and review notes from lecture "pages" for this class. Each class will include an introductory lecture for the next assignment to help guide your reading/listening/viewing.
4. Do the stage assignments for the final paper/project and follow the rubrics regarding length, citations, evidence, and organization.

How to succeed in this course

1. Do the assignments
2. Attend lectures
3. Ask questions
4. Revise your short essays for an opportunity of a higher grade within one week of receiving your assignment with instructor's comments.

Course Requirements

Required Materials – Assigned materials will be either available through canvas, UT libraries' website, some will be assigned from off-campus websites

Required Devices – internet access through tablet, laptop or computer, zoom software. **PLEASE REACH OUT TO ME IF THIS IS A CHALLENGE FOR YOU!**

Classroom expectations

I realize that we are in an unusual era of remote learning from a variety of circumstances. On the other hand, this is an opportunity for all of us to learn more about professionalism during challenging circumstances. In order for us to learn together, I ask that you attend via zoom and keep your camera on, with the exception of 10-minute break mid-class. Please let me know in advance if there are problems with using your video camera and keeping it on. Otherwise if you do not have your camera on, and you have not contacted me regarding any problems or concerns, you will be marked absent. In order to treat yourself as a professional, I ask that you dress as you would for class and sit up at a desk or other set up that is conducive to learning. Please also minimize external distractions, noises, additional devices not related to this class. **Contact me if you are unable to meet synchronously in advance of the class and we will make arrangements that are appropriate for learning. Again, should any of these requirements be difficult due to your circumstances, please contact me.**

Assignments, grading and due dates

4 essay papers 2 pp single space min., 12 pt font, selected out of 6 possible	20 pts each @	80 pts total
Report on music documentary, cd, set of videos, live-stream DUE BY 12/4		10 pts
Midterm outline for final paper (prose first paragraph+final paragraph, outline, Sources Cited)		10 pts
Revised midterm draft 10/30		30 pts
10 min presentation		10 pts
Final 10-12-pp. research paper		50 pts
Overall participation in class+Canvas postings* @ 1-2pts each		30 pts
*Canvas posting responses to be posted no later than 10 pm before class meeting		
		Total possible points: 220

Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com>. Check this site regularly and use it to ask questions about the course schedule. **Changes** to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Week	Date	Day	Class Topic	Out of class activities	Assignments due
1	8/26	Th	Introduction to the class and to each other; Qs: What is gender? What is music? How does gender shape music and sexuality? Watch: When I Rise – The Story of Barbara Smith Conrad		
Unit 1: Definitions and Parameters; Intersectionality and Racism					
2	9/1	T	1. Workshop: Gender Sexuality Center Identity Wheel by KB 2. Lecture: Definitions and Parameters	1.Syll Response 2 pts XTRA 2. Pre-class Porter viewing, response 1 pt	1. M 8/31 by 10 pm to Canvas 2. M 8/31 by 10 pm to Canvas
	9/3	Th	1. Working Groups: What definitions work? What doesn't work? What can we change? 2. Lecture: Essentialism-v-Constructivism	Read assigned definitions for pre-class assignment	W 9/2 by 10 pm to Canvas
Unit 2: Essentialism and Constructivism; Cross-cultural Perspectives					
3	9/8	T	In-class debate: E team -v- C team Lecture: Cross cultural perspectives; What is an ethnography? Discussion of first essay assignment	Watch EZ Heeb; Read Ortner 1974	M 9/7 by 10 pm to Canvas Post evidence for your "team"
	9/10	Th	Collaborative Learning: Gender and Instruments Lecture: Intersectionality	Doubleday 1999	W 9/9 by 10 pm to Canvas Notes on Doubleday selection
Unit 3: Intersectionality: Gender, Race, Ethnicity, Generation, Class					
4	9/15	T	Discussion re: identity categories in Paris is Burning Lecture/discussion: Ethics Unwrapped Appropriation and Attribution	Watch: Paris is Burning; worksheet	M 9/14 by 10 pm to Canvas
	9/17	Th	Discussion/debate: Appropriation or Admiration? Lecture: Girls 2 Women: Black Girls' Games+1960s Smithsonian Documentary Discussion re: 1st essay assignment	Read: Collins 2019; Watch: Madonna "Vogue"	W 9/16 by 10 pm to Canvas

5	9/22	T	Guest lecture: Prof. Kyra Gaunt, Babson College	Read: Gaunt 2020	M 9/21 Questions for Prof. Gaunt
Unit 4: Gender and Genre: Intersecting Ideologies					
	9/24	Th	Overview of Gender and Genre; Intro to Gendering the Blues	Listen: blues examples; read lyrics	F 9/25 by 11:59 pm Essay option #1
6	9/29	T	Debate: Blues Texts, Meaning, Ideologies Lecture: WEAM Canon and gender	Read assigned author for "team"	M 9/28 by 10 pm notes for debate teams
	10/1	Th	Discussion: Gender, Race, Music at UT Lecture: Masculinities	Viewing: "When I Rise" UT history materials	W 9/30 by 10 pm response
7	10/6	T	Musical masculinities Lecture: History of "queer" category	Read one essay from posted readings	M 10/5 by 10 pm music ex.
	10/8	Th	Queer and Queering: Noun and Verb Lecture: Dragging Kings and Queens- Parody or Masquerade? Ethics of social change	Read Jagose	F 10/9 by 11:59 pm Essay Option #2
8	10/13	T	Debate: Parody and Social Change Lecture: Orientalism and Gender	Read: Butler or Halberstom on Parody; Video selections	M 10/12 by 10 pm response
Unit 5: Gender and Geography: Orientalism – Occidentalism					
	10/15	Th	Discussion: Indian Flute Lecture: Semiotics and The Many- Gendered Carmen	Watch: Indian Flute	W 10/14 by 10 pm response F 10/16 by 11:59 Essay Option #3
9	10/20	T	Collaborative exercise: Identity Matrices of Carmen(s) Discussion: Midterm	Viewing: chose one posted Carmen example	
	10/22	Th	Peer Editing during class session	Draft midterm	Midterm draft due by class time 10/22 M 10/26 11:59 Midterm due
Unit 6: Gender and Music in West Africa, North Africa, Middle East					
10	10/27	T	Participatory Lecture: Music, Islam and Gender Gendering the Nation State 1: In-class viewing of Umm Kulthoum		
	10/29	Th	Discussion: Gendering the Nation State 2 West African musical traditions Lecture: Rai as Female-to-Male	View: Under African Skies	W 10/28 by 10 pm worksheet

11	11/3	T	Rai Lecture: Gendering Minority Entertainers: Roma in Turkey & Balkans	View: Ethics Unwrapped-Representation; readings on rai	M 11/2 by 10:00 pm response
	11/5	Th	Comparisons: Gendering Roma in Greece, Serbia; Vojvodina Lecture: Dance, music, gender	Read: Hofman; van der Port; Cowan	F by 11:59pm Essay option #4
12	11/10	T	Discussion: Your own findings Lecture:	Background research on a dance genre of your choosing	M 11/9 post video from your selected genre
	11/12	Th	? Lecture: Sonic Violence	View/read: Ethics Unwrapped-Agent of Moral Worth	F by 11:59 pm Essay option #5
Unit 7: Gender, War and Violence					
13	11/17	T	Music, Gender, Violence: Ethics: Harm Lecture: Gender/Sexuality Controversies in the Art World	Ross 2016	M 11/16 by 10:00 pm response
	11/19	Th	Discussion: Arts and Gender Harm Lecture: Return to Musical Dragging: Parody and Political Change	View/read: Ethics Unwrapped Purdue Pharma and the Met; assigned news stories	W 11/18 by 10:00 pm response F by 11:59 pm Essay option #6
14	11/24	T	Inclusivity Exercise: Identities and Belonging at the University of Utopia Lecture: Review of course topics	TBD	M 11/23 by 10:00 pm response
		Th	THANKSGIVING!		
15	12/1	T	Presentations		
	12/3	Th	Presentations Peer editing final paper drafts		
			FINAL PAPER SUBMISSION		Th Dec 10 th by 11:59 pm

Policies

Classroom Policies

Statement on Learning Success

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Grading Policies

As I hope you can see, flexibility is built into the assignments to support your success in this course. If you miss a smaller assignment or don't do as well on your earlier assignments, your grade will not be impacted significantly. Consequently, the final grades are firm, no curve is available, and no extra credit is possible. You will also be able to revise your longer essay assignments. To be considered for a better grade, you must 1) re-submit with evident improvements; 2) submit your revised essay **no later than one week** after you received your graded essay.

Grades for this Course will be assigned according to this chart:

A 205–220	B+ 185–194	C+ 155–164
A- 195–204	B 175–184	C 145–154
	B- 165–174	C- 135–144
D 120–134	F 119 and below	

GRACE POLICY: Time-bank options

Sometimes we have bad days, bad weeks, and bad semesters. In an effort to accommodate any unexpected, unfortunate personal crisis, I have built “time banks” into our course. You do not have to utilize this policy, but if you find yourself struggling with unexpected personal events, I encourage you to e-mail me as soon as possible to notify me that you are using our grace policy. You may use this policy one of two ways (please choose, and let me know):

You may have a two-day grace period for one assignment, OR

You may have 2 one-day extensions for two different assignments.

Absences

If you are absent or unable to participate on the day that your team meets, you are responsible for providing your team with the necessary information to compensate for your absence. *It is crucial to keep in communication with your team members; you are responsible for letting both us and your team know if you cannot make it to a class.*

Excused Absence: The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with me for details or arrangements.

If you have to be absent, use your resources wisely. Ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. “What did I miss?” is not specific enough.

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.

- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the instructor and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the instructor accountable as well.

Personal Pronoun Use (She / He / They / Ze / Etc)

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.

University Resources for Students

Land Acknowledgement

I would like to acknowledge that this university has been established 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.

COVID-19 Update: "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/>

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. For more information, visit <http://ddce.utexas.edu/disability/about/>.

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

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).

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>.

Important Safety Information:

COVID-19 Update: While we 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>

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, sexual misconduct, 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 sexual misconduct 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](https://titleix.utexas.edu/relevant-policies/) (<https://titleix.utexas.edu/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 sexual misconduct, including the types of sexual misconduct 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.

Emergency Evacuation Procedures

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

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

Safety and Class Participation/Masks:

Although this class will not be meeting face-to-face, you may find yourself on campus due to where you live, or for other classes. For these face-to-face class experiences, we will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner. Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms. Therefore, for the benefit of everyone, this means that all students are required to follow two important rules.

- **Every student must wear a cloth face covering properly in class and in all campus buildings at all times.**
- **Every student must engage in documented daily symptom screening.** This means that each class day in which on campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas. Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.

If a student is not wearing a cloth face covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](https://orientation.utexas.edu/students-with-disabilities) (<https://orientation.utexas.edu/students-with-disabilities>)

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.

I WANT TO HEAR FROM YOU RE: THIS SYLLABUS

PLEASE READ

PUT A STAR* at LEAST ONE POINT/ITEM RE: THIS SYLLABUS THAT YOU LIKE

UNDERLINE AT LEAST ONE SECTION/REQUIREMENT/ITEM THAT YOU FIND PROBLEMATIC, CONFUSING, OR UNCLEAR

UPLOAD TO CANVAS ASSIGNMENT

2 EXTRA CREDIT POINTS!

By MONDAY 10/31 10:00pm