

**TC 125K
PLAN II HONORS PROGRAM
Fall 2020**

**COMMUNITY/CONNECTION
PERSPECTIVES ON SELF IN/AND SOCIETY**

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RLP 2.102
Drop-in Office/Zoom Hours (943 2042 2552): M/W 2-4 and by appt
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This one-hour course will introduce first-year Plan II students to UT faculty and resources that will allow them to make a successful transition to college life. The class will be organized on a model of alternating Conversations, presented by two or more faculty members (and often Plan II alumni, designated by a * next to their names) to the entire class, followed the next week by smaller group (10-12 student) discussions or activities led by Plan II Peer Mentors. This format will allow the freshman class the chance to gather collectively (via Zoom) with the larger cohort on a bi-weekly basis and to build relationships in smaller pods or clusters. The semester will be divided into six 2-week units, covering key issues, ideas, and values for the Plan II community. Students must attend every class (with one excused absence) and submit four brief Reflection/Response Papers to their Plan II Peer Mentor to receive credit for the course. Suggested readings from participating faculty will be posted on our Canvas page.

Syllabus

8/26: **Meet the Mentors!** [Zoom]

UNIT 1: *Where We Come From* and LIVING/READING IN COMMUNITY

9/2: **Faculty Conversation:** [Zoom]

Dr. Oscar Cásares, Professor of English and Creative Writing
<https://www.oscarcasares.com/highway-77>

Dr. Patricia Garcia, Professor of English
<https://liberalarts.utexas.edu/english/faculty/pmg574>

*** Response/Reflection Paper due to Peer Mentor by 9/14 at noon***

9/9: **Peer Mentor Pod:** [in Pods, via Zoom or F2F]

Where We Come From book discussions with Peer Mentors and Plan II Staff

UNIT 2: MENTAL HEALTH, RESILIENCE, AND SELF-CARE

9/16: **Faculty/Alumni Conversation:** [Zoom]

Dr. Daron Roberts*, Director of UT CSLi; Plan II 2001

https://en.wikipedia.org/wiki/Daron_Roberts

Dr. Thea Woodruff, Program Coordinator, CMHC Texas Well-Being

<https://www.rc-2020.org/woodruff>

Response/Reflection Paper due to Peer Mentor by 9/21 at noon.

9/23: **Peer Mentor Pod:** [In pods, via Zoom or F2F]

Group discussion and dialogue about ideas/issues/questions raised by Dr Roberts' and Dr Woodruff's Conversation

UNIT 3: RACE, POWER, AND JUSTICE

9/30: **Faculty/Alumni Conversation:** [Zoom]

Dr. John Morán González, Professor of English; Director of Center for Mexican American Studies (CMAS); Associate Director Plan II Honors (2019-20)

<https://iuplr.org/experts/john-moran-gonzalez-ph-d/>

Dr. Peniel Joseph, Professor of Public Affairs, LBJ School; Barbara Jordan Chair in Ethics and Political Values; Director, Center for the Study of Race and Democracy

(<https://lbj.utexas.edu/joseph-peniel>)

Dr. Richard Reddick*, Professor of Higher Education Leadership; Associate Dean for Equity, Community Engagement, and Outreach (College of Education); Assistant Director, Plan II Honors; Plan II 1995

<https://sites.edb.utexas.edu/richardreddick/>

Response/Reflection Paper due to Peer Mentor by 10/5

10/7: **Peer Mentor Pod:** [In pods, via Zoom or F2F]

Group discussion of Dr Gordon's Racial Geography Tour (**Take the virtual tour before class at racialgeographytour.org**) and the issues/ideas/questions raised by the Faculty Conversation between Drs González, Peniel, and Reddick

UNIT 4: GENDER, IDENTITY, AND SEXUALITY

10/14: **Faculty Conversation:** [Zoom]

Dr. Noël Busch-Armendariz, Professor of Social Work; Director,
Institute on Domestic Violence and Sexual Assault
<https://socialwork.utexas.edu/directory/busch/>

Dr. Lisa L. Moore, Professor of English and Women's and Gender Studies;
Director, LGBTQ Studies Program
<https://liberalarts.utexas.edu/english/faculty/moorell>

Dr. Christen Smith, Professor of African and African Diaspora Studies and
Anthropology; Director, Center for Women's and Gender Studies
<https://liberalarts.utexas.edu/anthropology/faculty/cs23775>

Response/Reflection Paper due to Peer Mentor on 10/19 by noon

10/21: **Peer Mentor Pod:** [In pods, via Zoom or F2F]

Group dialogue and discussion of issues/ideas/questions raised in the Faculty
Conversation between Drs Busch-Armendariz, Moore, and Smith

UNIT 5: CIVIC AND SOCIAL ENGAGEMENT

10/28: **Faculty/Alumni Conversation:** [Zoom]

Lee Walker, Plan II Faculty and Trice Fellow
<https://ugs.utexas.edu/support/advisory-council/lee-walker>

Dr. Suchitra Gururaj, Assistant Vice-President for Community Engagement and
Economic Development
<https://diversity.utexas.edu/2019/11/26/suchitra-gururaj-assistant-vp-for-community-engagement-and-economic-development/>

Dr. Marissa Duswalt Epstein*, Lecturer in College of Natural Sciences and McCombs
School of Business; Director UT Nutrition Institute; Plan II 2012
<https://he.utexas.edu/component/cobalt/item/85-nutritional-sciences/3927-epstein-marissaduswalt?Itemid=1481#:~:text=Marissa%20Duswalt%20Epstein%20is%20the,nutrition%20education%2C%20innovation%20and%20entrepreneurship.>

Response/Reflection Paper due to Peer Mentor by 11/2 at noon

11/4: **Peer Mentor Pod:** [In pods, via Zoom or F2F]

CCE Project to be decided by group—these are just a few of many options:
<https://diversity.utexas.edu/communityengagement/student-engagement/>
<https://diversity.utexas.edu/communityengagement/>
<https://www.givepulse.com/group/179-The-University-of-Texas-at-Austin>

UNIT 6: ETHICS AND LEADERSHIP

11/11: **Faculty/Alumni Conversation:** [Zoom]

Dr. Paul Woodruff, Professor of Philosophy; Director, Plan II 1990-2005

<https://liberalarts.utexas.edu/philosophy/faculty/pbw55>

Dr. Brooke Vuckovic*, Clinical Professor of Leadership, Kellogg School of Management, Northwestern University; Plan II 1992

<https://insight.kellogg.northwestern.edu/author/brooke-vuckovic>

Parag Mehta*, Executive Director, Mastercard Center for Inclusive Growth, Plan II, 2000.

<https://www.mastercardcenter.org/our-team/parag-mehta>

Response/Reflection Paper due to Peer Mentor on 11/16 by noon

11/18: **Peer Mentor Pod:** [In pods, via Zoom or F2F]

Leadership and Ethics Peer Group Discussion

11/24: Last class and wrap up

Recommended Readings:

Recommended readings for each unit will be available on the TC 125K Canvas website.

Requirements and grading:

Students are expected to attend every class and participate actively in discussions.

Attendance and participation will count for 50 points (50% of the final grade). A student may have one excused absence, but this must be obtained *before* the class meeting that will be missed. Peer mentors will take attendance at every class meeting (Faculty Conversations as well as Pod Meetings) and requests for an excused absence must be sent to Dr Wettlaufer (akw@austin.utexas.edu) by 5 pm that day.

Students will also be expected to submit **four response papers, collectively worth 50 points (50% of the final grade).** These brief, 1-2 page papers should engage with some of the ideas, issues, and questions addressed in the Faculty Conversation, with a **focus on something that challenged your assumptions or changed your perspective on things—the way you think/interact/see the world.** You will need to submit a response papers to four of the six Units (*Where We Come From*; Mental Health and Resilience; Race, Power, Justice; Gender, Identity, Sexuality; Civic Engagement; Ethics and Leadership) and the papers must be received by your

Peer Mentor **no later than noon** on the Monday following the Faculty Conversation for that unit.

To receive CR for this CR/NC course, you must have at least a final grade of at least 70 points (but this is Plan II, so go for 100! You just have to show up and share your thoughts!)

Safety and Class Participation/Masks: We will all need to make some adjustments in order to benefit from in-person classroom and peer group 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 is means that all students are required to follow these important rules.

- **Every student must wear a cloth face-covering properly in face-to-face class meetings and in all campus buildings at all times.**
- **Students are encouraged to participate 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.
- Information regarding [safety protocols with and without symptoms](#) can be [found here](#).

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](#) working with [Services for Students with Disabilities](#).

COVID Caveats: To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement (DDCE), Services for Students with Disabilities (SSD) at <http://ddce.utexas.edu/disability>.