

CMS 340K, Communication and Social Change

08175

Spring 2021

Class Meets: MW 3:30PM- 5:00PM, *on-line, web based. Most materials available asynchronously*

Course Mode: *Internet, web-based, asynchronous and synchronous instruction*

Instructor: Joel Rollins, PhD

Pronouns: he/him/his

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Phone: main CMS number (512) 471-5251

Office: on-line via canvas zoom

Office Hours: variable, but usually available on Zoom Tues 1-2 PM, and by appointment. If you plan to come to office hours or open class sessions, please email me ahead of time and let me know you are coming.

Teaching Assistant: Zach Fechter

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Office: ZOOM

Office Hours: Tues 11am-1pm, Thursday 11am-1pm

Course Description

This class will examine the complex process of social change by investigating the connection between social change agents and rhetoric. The central question we will interrogate here is this: What does it take to affect social change? Attendant to this are two other questions: (1) What are the complexities facing underrepresented cultural groups in the US as they advocate for social change? (2) What ethical issues confront social change agents as they attempt to move people to collective action?

Here we will examine both theories of social change as well as case studies of advocacy advertising, civic advocacy, public relations campaigns, political campaigns, and social movements. Specifically, we will focus on rhetoric, motives, and ethics. Rhetoric pertains to the messages produced by participants engaged in the process of social change. The account here emphasizes both the crucial importance of language as it is *actually used* in the form of discourses that express relations of power and bodies of knowledge as well as the tactics and strategies used to foment and resist social change. Significant ethical questions are embedded within these symbolic practices; questions that swirl around and cut beneath what we have come to know as civic, public, or community activism.

This course carries (CD) - Cultural Diversity flag, (E) - Ethics flag for The University of Texas.

Learning objectives for Cultural Diversity

Students will demonstrate an understanding of the complexity of the perspectives of at least one underrepresented cultural group in the United States.

Students will develop a historical understanding of at least one underrepresented cultural group in the United States.

Students will examine the forces that led to and maintain the underrepresented cultural group's experience of persistent marginalization, and will identify systemic barriers to equality and inclusiveness.

- Students will examine the impact of privilege and power differentials in the U.S.

- Students will identify appropriate roles and responsibilities as members of society and informed decision-makers to minimize marginalization in the U.S.

Students will critically reflect on their respective cultural experiences and how those cultural experiences inform their worldviews, and will recognize different perspectives and worldviews from underrepresented cultural group(s) in the U.S., including those to which students may belong.

- Students will recognize areas of implicit bias in their respective experiences.
- Students will practice methods of communicating mutual understanding and respect across cultural groups.
- Students will apply diverse cultural perspectives in evaluating complex problems.

Learning objectives for Ethics

- Students will identify ethical issues.
- Students will apply ethical reasoning to real-world situations.
- Students will demonstrate how ethics pertains to communication professionals and practitioners.
- Students will reflect, in writing, on their personal development in taking ethical initiative.

Main skills, attitudes to be developed, and learning outcomes:

- Ethics: to help you to consume and produce social change messages with intelligence and integrity.
- Application of knowledge: to apply communication theories to analyze specific communication activities.
- Critical thinking: Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. (Paul & Elder 2008).
- Civic Engagement: to encourage your engagement with the tradition and going practice of civic advocacy in the United States.
- Cultural Diversity: to develop an understanding of the complexity of the perspectives underrepresented cultural groups in the United States.

How will I learn?

Examining both historical and contemporary case studies allows us to contextualize the ways in which social change agents have used rhetoric to raise awareness of injustice, demand redress, mobilize others in the cause, and prompt other kinds of direct action. Conversely, it is important to understand that messaging from social change and control groups also normalizes actions and thinking while facilitating a climate of complacency.

We will investigate a number of Social Change Agents, from all across the ideological landscape, from progressive to reactionary, as well as maintenance. Specific movements and actors that we will examine can be found on the daily schedule; the course will include an analysis of how persuasion is used in social change events, including: civil rights, consumerism, feminism, pacifism, religious sects, authoritarian populism.

Pre-requisites for the course: Upper division standing is required. For more requirements, please see your academic advisor.

How to succeed in this course:

- (1) **Keep up with your weekly work:** Teaching asynchronously is hard, learning on-line may in fact be harder. For me, lecturing on-line pushes against my most fundamental pedagogical precepts. I want to listen to the students, hear your feedback, and create an environment where we learn together and from each other. The on-line learning landscape makes that difficult, and oft times I feel as if I'm teaching into the void. That said, keeping up with your weekly work allows me to read what you have to say, as well as gaining insights on where each or you are intellectually and motivationally. **For you, given the demands of your lives, it may**

become easy to put your classes on the back burner; I encourage you to take a more disciplined path. Weekly engagement with the material will allow for the concepts we are studying to build on each other.

- (2) **Read more than required:** I have posted many articles in the file folder, while assigning only a few. Use these other readings to explore concepts and ideas. Too, I encourage you to explore related ideas that pique your interests.
- (3) **Ask questions:** This course concerns itself with a number of communication concepts that are heartily debated among scholars and practitioners. As such, there is no settled truth, so to speak. As you read, watch films, or engage with the on-line content, please do so carefully so that you can foster your own ideas and explore new ways of thinking. Learning in this class does not involve memorizing material and regurgitating it. Reflect deeply on your own and others' perspectives, particularly as you contemplate ethical concerns and unique situations of underrepresented groups. As you do this, ask: What are the assumptions and biases that influence my (your) thoughts and actions?
- (4) **Find joy in learning!** Empower yourself with the ability to think and create! Express yourself how you best do that, whether it is writing, art, video, script writing, speaking....
- (5) **Explore your boundaries:** Much of what we cover may be personally and intellectually uncomfortable. It is fine to express your discomfort, but the course materials will be pushing at many comfort zones. Since we are studying social change, it is by necessity we must study what shocks, offends, and otherwise gets people to take notice. I can't possibly give trigger warnings for every topic or iteration, but course materials will discuss abortion, the Holocaust, war, poverty, brutality to non-white bodies, sexual assault, starvation, animal cruelty, and many other issues that some may find disturbing. I do hope to create enough of a relationship with you so that I can provide support should some become negatively affected by subject matter or discussions.
https://greatergood.berkeley.edu/article/item/trouble_with_trigger_warnings

Read, Pause, Contemplate, Create... Think Critically

Course Requirements

Required Materials

[Hoffer, E. The True Believer: Thoughts on the Nature of Mass Movements. New York: Harper & Row, 1951.](#) (Hyperlinked)

[Stewart, Smith, and Denton. Persuasion and Social Movements \[6th Edition\]. Prospect Heights, IL: Waveland P, 2012.](#)

(Purchase for \$21.69 on Google play)

[Fukuyama, F. Identity: The Demand for Dignity and the Politics of Resentment. New York: Farrar, Straus and Giroux, 2018.](#)

(Available via Amazon or other entities for less than \$10.00)

I've included many more readings in the file section than I assign. Those are there for you to explore and use.

Class materials, supplemental resources, grades, and announcements will be posted on the course Canvas site:

<https://utexas.instructure.com>. I recommend bookmarking this course site in your default browser for easy access.

Required Devices

The minimum technology requirements for the course are a computer or device with zoom capabilities, as well as a microphone, webcam, and ability to access a web browser. Students can obtain technical support via Canvas technical support, Moody College Technology Services

Classroom expectations

You are not required to attend the class meeting time except for the first one; I'd like to get to know you. That said, if you do regularly attend the zoom class sessions AND participate in discussions (missing no more than 2), you may substitute 10 points for any one of your 3 reflection journal grades. If you do attend the zoom sessions, I expect that you will treat each other with respect.

Whether or not you attend class, I expect you to access the course materials and complete the assignments on a weekly basis, however I will only be checking your progress three times the semester; if you hit a jam, you do have some latitude to make up some

work. That said, watching the lectures and engaging with the course materials is required, and failure to do so will mean that you cannot pass the class.

I plan to have the recorded Zoom session and Powerpoint up after the assigned class time each meeting day (depending on when zoom has a link available). You will be expected to either attend class or watch the recorded session AND Powerpoint, as well as reading the assigned material and watching assigned films.

There are three typical weeks of instruction (in the age of COVID there are always chances for the atypical to appear):

MON: Zoom lecture/discussion, WED: Zoom lecture/discussion. Complete assigned readings for the week. Complete weekly reflection (no less than a complete and thoughtful page—it can include artwork or other creative expression). If you can complete weekly reflection by the following Monday, that would be good.

Watch assigned film by assigned date; MON or WED: Zoom lecture/discussion. Complete assigned readings for the week. Complete weekly reflection (1 page review of film, plus a thoughtful page—it can include artwork or other creative expression). If you can complete weekly reflection by the following Monday, that would be good.

MON: Zoom lecture/discussion, WED: Zoom lecture/discussion, plus watch assigned film by assigned date. Complete assigned readings for the week. Complete weekly reflection (1 page review of film, plus no less than a complete and thoughtful page—it can include artwork or other creative expression). If you can complete weekly reflection by the following Monday, that would be good.

Assignments

Assessment will occur through a variety of venues, including the final communication analysis, reflection journal entries (including film reviews and application exercises), book reports.

1. Reflections Journal

Entries for the journal are expected each Monday, and my hope is that you complete these on a weekly basis. However, I understand that “flexibility” is the key word from The Tower this semester. These weekly reflections need to be no less than a complete and thoughtful page, expounding on the course materials for the previous week. These reflections can take many forms—written formal paragraphs, analysis of an artifact, your own poetry, art, or any other medium that you create. There will be times where I offer a specific prompt during a lecture, or perhaps a more specific homework assignment; you are expected to complete those and include them in your journal. I don’t always flag these as separate assignments; you will need to watch the class zoom to see the prompts or find the assignment. In addition to your reflections, a 1 page film review will be required on weeks where a film is assigned. There will be three dates on which we will review the journals and expect them to be up to date and complete by 1PM on: February 22, March 29, May 7. Please submit a URL on CANVAS for where you will keep your journal by January 25th. 10/10/10 points.

2. Mid-term Book Review

On March 10th, you are to complete your critical book review covering two books, Eric Hoffer’s True Believer and Francis Fukuyama’s Identity. You should provide a thorough description, critical analysis, and/or evaluation of the quality, meaning, and significance of these two books. Clearly comparing and contrasting important points in each would be helpful. The review should range from a bare minimum of 1000 to a maximum of approximately 4000 words. Please submit on CANVAS. 30 points

Helpful resources on writing book reviews: <https://libguides.usc.edu/writingguide/bookreview>

3. Communication Analysis

Part 1: CA selection and annotated bibliography. Event, theory, medium, question and preliminary annotated bibliography due on April 5th. A brief description of the proposed project needs to be included. 5 points

Part 2: The Communication Analysis itself. A detailed description and examples are available on CANVAS. The question for the CA must focus on communication. The CA must not simply be a report—there must be a substantial analytical portion to the CA. The learning objective of this exercise is for you to apply communication theories to analyze specific communication activities.

The default medium here will be for you to create a 12 minute video recorded speech with a visual aid (footnoted script to be turned in as well as video recording). However, you are not constrained to creating a videotaped speech: This assignment can also be completed by your doing a creative video, a narrated Powerpoint, a Program of Oral Interpretation, or other means of communication that you can persuade me is appropriate for fulfilling the assignment. A footnoted script, a complete bibliography (including images), and the completed project needs to be uploaded to CANVAS by May 7th (see assignment section for extension guidelines). 35 points.

Grading for this Course

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

Assignments	Points possible	Percent of Total Grade
1. Reflections Journal		30
<ul style="list-style-type: none"> Check in 1 Check in 2 Check in 3 See possible attendance bonus above	10 10 10	
2. Mid Term Book Report	30	30
3. Communication Analysis		40
<ul style="list-style-type: none"> Part 1: CA selection and annotated bibliography Part 2: Communication Analysis 	5 35	

Course Outline

All instructions, assignments, readings, rubrics and essential information will be in this syllabus and 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	Readings	Assignments due
1	January 20	W	Syllabus day, Course Introduction		Attendance required on day 1 only.
2	January 25	M	What is social change? Why do social change movements emerge?	Stewart, Smith and Denton (SSD) CH 1,2,5,7	

	January 27	W	Taxonomy of social change. Trajectory of Civic Advocacy Locating the political.	Hoffer, E. The True Believer: Thoughts on the Nature of Mass Movements. (entire) Eco, U. Ur-Fascism. <i>New York Review of Books</i> , June 22, 1995 (CANVAS)	
3	February 1	M	Communication Analysis	View videos on CA assignment prior to class	
	February 3	W	Ethical Advocacy	SSD 4,8, 9, 10 Freeman, C. P. (2009). A greater means to the greater good: Ethical guidelines to meet social movement organization advocacy challenges. <i>The Journal of Mass Media Ethics</i> , 24(4) (2009), 269-288. (CANVAS)	
4	February 8	M	Ethical Advocacy	Pryce Jones, D. Albert Speer: the good Nazi? <i>The New Criterion</i> , October 2002. (CANVAS)	
	February 10	W	Ethical Language and Argument	Schur, E.M. <i>Labeling Women Deviant: Gender, Stigma, and Social Control</i> . New York: Random House, 1984. (excerpt CANVAS)	
5	February 15	M	Ethical Language and Argument –Identity politics	SSD Ch 3, 6, 11, 12 Read Fukuyama (entire)	
	February 17	W	Driving Movements—ends/means ethics— Civil Rights Movement (1954-1968).	Alinsky, S. <i>Rules for Radicals</i> . New York: Vintage Books, 1971. (excerpt CANVAS)	
6	February 22	M	Driving Movements—ends/means ethics— Civil Rights Movement ethical media use.	Bowers, J. W., and D. J. Ochs. <i>The Rhetoric of Agitation and Control</i> . Reading, Mass: Addison-Wesley 1971. (CANVAS parts 1,2,3)	Reflection Journal Check 1
	February 24	W	Driving Movements—ends/means ethics, Olympic Project for Human Rights	Hartmann, D. The Olympic “Revolt” of 1968 and its Lessons for Contemporary African American Athletic Activism, <i>European journal of American studies [Online]</i> , 14-1 2019 (CANVAS)	
7	March 1	M	Social Change and New Media -The Environmental Movement.	SSD 14 Boykoff, J. Framing Dissent: Mass Media coverage of the Global Justice Movement. <i>New Political Science</i> , vol 28 no 2, June 2006. (CANVAS)	
	March 3	W	Social Change and New Media—	Hecht, D. K. “Rachel Carson and the Rhetoric of Revolution,” <i>Environmental History</i> 24 (2019): 561–582 (CANVAS)	
8	March 8	M	Rhetoric, Ideology, and Propaganda	Lee, A.M. and E.B. Lee. <i>The Fine Art of Propaganda</i> . Harcourt Brace, 1939. (AQI Standler--entire) (excerpt CANVAS) Hitler, A. <i>Mein Kampf</i> , Ch 6 (CANVAS)	
	March 10	W	Rhetoric, Ideology, and Propaganda -- McCarthyism and the Red Scare	Achter, P. J. TV, technology, and McCarthyism: crafting the democratic renaissance in an age of fear, <i>Quarterly Journal of Speech</i> , 90:3 (2004), 307-326. (CANVAS)	Mid-term Book Report Due
9	March 22	M	Social Change and the News Media— Certifying leaders The New Left and The Anti-Vietnam WarMovement	Gitlin, T. The Whole World Is Watching: Mass Media in the Making and Unmaking of the New Left. U California P, 2003. (excerpt CANVAS)	

	March 24	W	Social Change and the News Media—social media --Anti-WTO, Occupy	Giroux, H. The Occupy Movement and the Politics of Educated Hope, Truth-out, May 18, 2012. (CANVAS) MILNER, R. Pop Polyvocality: Internet Memes, Public Participation, and the Occupy Wall Street Movement. International Journal of Communication, [S.I.], v. 7, p. 34, Oct. 2013. (CANVAS)	
10	March 29	M	Visual Images in Social Change--The Ethics of Representation -- The women's liberation movement (second wave feminism—1960's and 1970s)	Terkildsen, N and F. Schnell, How Media Frames Move Public Opinion: An Analysis of the Women's Movement. Political Research Quarterly, December 1997: 879-900. (CANVAS) Condit, C. Decoding Abortion Rhetoric: Communicating Social Change. Chicago: U Illinois P, 1990. (excerpt CANVAS)	Reflection Journal Check 2
	March 31	W	-- the ethics of campus politics	Paglia, C. "The Modern Campus Cannot Comprehend Evil." Time, September 24, 2014.	
11	April 5	M	Visual Images in Social Change—commodification and The Ethics of Representation—Photojournalism, PETA	Moeller, S.D. Compassion Fatigue: How the Media Sell Disease, Famine, War and Death. Routledge, 1999. (Chapter 1) (CANVAS) Kleinman, A. and J. Kleinman, The appeal of experience; the dismay of images: cultural appropriations of suffering in our times. Daedalus January 2006. (CANVAS)	CA Part 1 Due
	April 7	W	Visual Images in Social Change—commodification and The Ethics of Representation -- CommodityActivism(Benetton)	Giroux, H. Benetton's "World without Borders": Buying Social Change (CANVAS) Tinic, S.A. United Colors and Untied Meanings: Benetton and the Commodification of Social Issues, Journal of Communication, V 47, Issue 3, Sept 1997, Pp. 3–25. (CANVAS)	
12	April 12	M	Resisting Social Change—the ethics of polarization and its consequences	Hardisty, J. Mobilizing Resentment: Conservative Resurgence from the John Birch Society to the Promise Keepers. Beacon P, 1999. (chapter 2) (book on-line through UT Libraries)	
	April 14	W	Resisting Social Change-- The Moral Majority.	Ladd, C. "Pastors, Not Politicians, Turned Dixie Republican." Forbes, March 27, 2017. (CANVAS)	
13	April 19	M	Movements and Memory -- GayRightsMovement	Armstrong, E. A. and S. Crag. Movements and Memory: The Making of the Stonewall Myth American Sociological Review, Vol. 71, No. 5 (Oct., 2006), pp. 724-751. (CANVAS)	
	April 21	W	Movements and Memory	SSD Ch 13	
14	April 26	M	Values Clarification—why we act	Sanderson, C. Why We Act: Turning bystanders into moral rebels. Belknap Harvard P, 2020. (Excerpt CANVAS)	
	April 28	W	Strategies of the oppressed—Hip hop, #blacklivesmatter	Billet, A. The New Anthem of Resistance: Hip Hop and Black Lives Matter. In These Times, August 21, 2015. (CANVAS)	
15	May 3	M	The Future of Social Movements -- #metoo	Manikonda, L. et al. Twitter for Sparking a Movement, Reddit for Sharing the Moment: #metoo through the Lens of Social Media arXiv:1803.08022v1 [cs.SI] 21 Mar 2018.	

	May 5	W	How to make a difference	Berrigan, D. How to make a difference. Commonweal Magazine, August 7, 1970. (CANVAS)	
	May 7	F	Not a class day		Communication Analysis due, Reflection Journal Check 3

Films (negotiating with library to get these for free)

date	Film Title
March 8	Keen, S. <i>Faces of the Enemy</i>. Sonoma, CA: PBS, 1986. (online-Kanopy)
January 27	Apted, M., et al. <i>Incident at Oglala</i>. Santa Monica, CA: Artisan Home Entertainment, c2004. (DVD 2458)
February 22	Colson, C., et al. <i>Selma</i>. Los Angeles, CA: Paramount Pictures, 2016. (online)
March 3	Kitchell, M. et al. <i>A Fierce Green Fire: the Battle for a Living Planet</i>. Oley, PA: Distributed by Bullfrog Films, 2012. (online)
April 7	An Afternoon with Oliviero Toscani https://vimeo.com/119243300
April 19	MacDonald, H. <i>Ballot Measure 9</i>. Los Angeles, CA: Fox Lorber Home Video, 1996. (VIDCASS 7059) (on-line)
April 14	Thurman, S. <i>The Revisionaries</i>. San Francisco, CA: Kino Lorber, 2014. (online)
April 19	Cohen, B., et al. <i>Milk</i>. Universal City, Calif: Universal Studios Home Entertainment, 2009. (DVD 7634) (on-line)
March 8	Jackson, et al. <i>Denial / Bleecker Street Presents</i>. Universal City, CA: Universal Pictures Home Entertainment, 2018.
April 28	LaChapelle, D. <i>Rize</i> Santa Monica, CA: Lions Gate Home Entertainment, 2005 (DVD 4404) (On-line)
April 28	Martínez, E., S. Zeitlin, and H. Chalfant. <i>From Mambo to Hip Hop a South Bronx Tale</i>. Oaks, PA: MVD Visual, 2010. (DVD 7953)(on-line)
March 29	Dore, M., et al. <i>She's Beautiful When She's Angry</i>. Chicago, Illinois: Music Box Films, 2016. (DVD 17422) (on-line)
May 3	Katz, J., J.Earp, L. Alper and J. T. Young. <i>The Bystander Moment: Transforming Rape Culture at Its Roots</i>. Northampton, MA: Media Education Foundation, 2018. (online)
February 10	Pearlstein, Ferne, and Robert Edwards. <i>The Last Laugh Tangerine Entertainment ; a Film by Ferne Pearlstein., 2016.</i>

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. If we cannot come to an agreement on accommodations, I request that you provide me with the Official Accommodation Letter from SSD.

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, your grade will not be impacted significantly. The final grades are firm, however attending the Zoom sessions live and active participation can help you.

GRADES: This class will use plus minus grading. Total points needed:

100-94	93-90	89-87	86-85	84-82	81-79	78-75	74-72	71-70	69-68	67-65	64-0
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

GRACE POLICY and extensions:

Sometimes we have bad days, bad weeks, and bad semesters. In an effort to accommodate any unexpected, unfortunate personal crisis, should you find yourself struggling with unexpected personal events, I encourage you to e-mail me as soon as possible, and prior to the due date for major assignments. In general, without prior approval, late assignments will entail a 10%

penalty for the first 24 hours past the due date, and an additional 10% for the next 24 hour period. Without prior approval, assignments more than 48 hours late will not be accepted. The main point I wish to make here is this: communicate with me beforehand. The final CA can be turned in without penalty on May 10th, by 4PM, and after that no extension are granted. NB: May 10 4P is a hard deadline; I build in this extra time so that you can account for computer errors, networks going down, and other unforeseen calamities. If you have a complaint about a grade, you have 30 days to challenge it. After that, it becomes final.

Syllabus Addendum

Course Zeitgeist

The spirit of the course is just as important as the rules. My goal is to create a cooperative classroom environment in which we learn from each other. To that end, I welcome your constructive comments and suggestions as we progress through the course. Your feedback is an important element of course delivery and development. Barring an emergency, or except as previously arranged, I will be available to you during my office hours. I am officially retired and am navigating duties at home. Arranging times outside office hours can be difficult, but I will do my best to accommodate your needs. That said, my schedule is rather full, and I cannot ever meet after 5PM on Friday. I am not available on Saturday and Sunday. I encourage you to visit with me on-line regarding any problems or concerns with the course, or just to say “hi”. I am also accessible via e-mail. I will make every effort to return respond to your email within 24 hours of its receipt.

Student Rights & Responsibilities

- 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.

NB: You have a right to argue your position. This does not mean that you have a right to express your opinion without criticism or rejoinder. The question of who has a right to speak about what is a debatable one. Those discussions often entail social location, identity, and lived experience.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it.
- 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 teaching team 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. I will make mistakes, and for that I apologize.

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/policies) <https://titleix.utexas.edu/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/standardsconduct.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 Updates: Spring 2021 Semester

Safety and Class Participation/Masks: 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 these important rules.

- **Every student must wear a cloth face-covering properly in class 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](#).

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. Guidance on public access to class recordings can be found [here](#).

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](#).

You will be responsible for checking the CANVAS course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the CANVAS login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. CANVAS is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

University Electronic Mail Notification Policy (Use of E-mail for Official Correspondence to Students)

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. The complete text of this policy and instructions for updating your e-mail address are available at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>

In this course e-mail and CANVAS will be used as means of communication with students.

Religious Holidays and Official University Business

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day. If you travel for the University on business, such as for an athletic team or academic competition, you must notify me as soon as you know that you will be absent, hopefully at least 14 days in advance. All other matters of class management and conduct will be handled in accordance with published University guidelines. Please consult the General Information Catalogue or the Dean of Students web site for additional information.

The aforementioned policies provide the basic guidelines and code of conduct for the course. They are designed to reduce confusion and establish an equitable framework for the entire class. As a matter of principle, I will enforce these policies fairly and religiously.

University Resources for Students

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 Services

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.

Taking care of your general well-being is an important step in being a successful student. If stress, test anxiety, racing thoughts, feeling unmotivated or anything else is getting in your way, there are options available for support.

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>

For **immediate** support:

- Visit/Call the Counseling and Mental Health Center (CMHC): M-F 8-5p | SSB, 5th floor | [512-471-3515](tel:512-471-3515) | cmhc.utexas.edu
- CMHC Crisis Line: 24/7 | [512.471.2255](tel:512-471-2255) | cmhc.utexas.edu/24hourcounseling.html

CARE Counselor in the Moody College of Communication is: Abby Simpson, LCSW

- M-F 8-5p | BMC 3.390 | [512-471-7642](tel:512-471-7642) (Please *leave a message* if she is unavailable)

Other Services at CMHC:

- Brief assessments and referral services
- Mental health & wellness articles - cmhc.utexas.edu/commonconcerns.html
- MindBody Lab - cmhc.utexas.edu/mindbodylab.html
- Classes, workshops, & groups - cmhc.utexas.edu/groups.html
- Tips on self-care - cmhc.utexas.edu/selfcare.html

Other Helpful Offices at UT

- Student Emergency Services (SES) - deanofstudents.utexas.edu/emergency
- Services for Students with Disabilities (SSD) – diversity.utexas.edu/disability
- Office of the Student Ombuds - ombuds.utexas.edu/student

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>.

Land Acknowledgment

Please follow the link below:

<https://utexas.app.box.com/s/tv8cxk4j5a56otys5ki163gu33swcbrn/file/710583068761>