Spring 2017
UGS 303: Art, (Your) Money, and the Nation
Class T/TH 12:30-2pm, ART 1.110
Unique: 62700, F 11am; DGC 2.402
Unique: 62705, F 12pm; DGC 2.402
Unique: 62710, F 2pm; DGC 5.304
Unique: 62715, F 3pm; DGC 5.304

Instructor: Dr. Charlotte Canning
Contact: charlottecanning@utexas.edu
Office Hours: TH 11am-12noon, and by appointment WIN 2.158
Telephone: (512) 232-5338

Course Description:
Alongside the ubiquitous paradigm of the starving artist, the image of the political artist has prevailed for much of the past century. In the last fifty years especially, artists living and working in the US have been put in service of the state. Artists have been used to embody the appeal of US democracy, just as they have been held up as un-American troublemakers and dilettantes. This paradox assumes that the arts have political, economic, social, and cultural power, and that artists have the agency to affect the course of the nation. This course examines how contemporary American society regards its arts and cultural programming – music, visual arts, theatre, dance, performance, and other forms of folk and “traditional” arts – and asks what costs and benefits result from the complex systems of trade and exchange that support the arts.

This course explores the historical, social, and economic relevance of the arts in the US. Students preparing to participate in the arts, either as artists or consumers, will comprehend the costs and benefits of the arts from multiple perspectives. Students will also develop a capacity to identify arts opportunities in the US today and ascertain how those opportunities may be capitalized upon in the current economy.

Course Materials:
Course materials will be posted to Canvas in advance of each class. There is no text. Additional materials will be added throughout the semester. While announcements of postings will be sent to students, it is each student’s responsibility to monitor Canvas. Students are required to print out readings and bring them to class.

CLASS SESSIONS

WEEK ONE

Introductions
T 17 JAN
Class Introduction

TH 19 JAN
READ: Art
F 20 JAN  
*The Art of the Steal*, in-class screening

**WEEK TWO**  
T 24 JAN  
*(Your)* Money/Nation  
*The Art of the Steal*, continue in-class screening.

TH 26 JAN  

F 27 JAN  
Discussion; Paper Topic Workshop

**WEEK THREE**  
T 31 JAN  
*Art*  


T 2 FEB  
Class meets at the UT Visual Arts Center (VAC) (inside lobby)  
Preview tour: [http://utvac.org/visit](http://utvac.org/visit).  
**DUE:** Paper Topic Proposal

F 3 FEB  
All sections meet at the UT Fine Arts Library – DFA 4.104  
Class Participation Grade #1

**WEEK FOUR**  
T 7 FEB  
*Artists*  
**READ:** *Crossover: How Artists Build Careers Across Commercial, Nonprofit, and Community Work*. 2006. 11-20 (PDF at [www.hhh.umn.edu/projects/prie](http://www.hhh.umn.edu/projects/prie))


TH 9 FEB  
*Artists, cont.*  


F 10 FEB  
Discussion; From Topic to Annotated Bibliography

_Instructor may revise the syllabus at any time. If so, students will be advised of new syllabus posting._
WEEK FIVE: Art
T 14 FEB Re-Examining Art

TH 16 FEB Money for the Arts

F 17 FEB Discussion; Annotated Bibliography

WEEK SIX Money
T 21 FEB Commerce and Art

TH 23 FEB Commerce and Art
READ: http://www.giarts.org/article/future-aesthetics-20

F 24 FEB Discussion; Annotated Bibliography Exercise Class Participation Grade #2

WEEK SEVEN: Money
T 28 FEB Paying for Art

DUE: Paper Annotated Bibliography

TH 2 MAR Re-Examining (Your) Money

F 3 MAR Discussion; Abstract Exercise

WEEK EIGHT The Nation
T 7 MAR Federal Theatre Project

Instructor may revise the syllabus at any time. If so, students will be advised of new syllabus posting.

VIEW in advance: *The Cradle Will Rock*. Tim Robbins, dir. 1999. (YouTube – see Canvas Announcement; or on reserve at the FAL.)

TH 9 MAR National Theatre
WATCH: Lin-Manuel Miranda Performs at the White House Poetry Jam, 12 May 2009. [https://www.youtube.com/watch?v=WNFf7nMlGnE](https://www.youtube.com/watch?v=WNFf7nMlGnE)

F 10 MAR Discussion; Abstract to Paper Draft
DUE: Paper Abstract

SPRING BREAK
(13-18 MAR)

WEEK NINE: *The Nation*
T 21 MAR

TH 23 MAR

F 24 MAR Discussion; Paper via Outline

WEEK TEN: *The Nation*
T 28 MAR
READ: National Endowment for the Arts

TH 30 MAR NEA and the Culture Wars
READ: Hughes, Holly. *Preaching to the Perverted.*

Instructor may revise the syllabus at any time. If so, students will be advised of new syllabus posting.
F 31 MAR
Discussion; Draft #1 to Draft #2

**DUE: Paper Draft #1 (6 page min.)**

**WEEK ELEVEN:** *Re-Examining Nation*
T 4 APR  Meet at the Ransom Center – class begins in lobby at 12:30 pm.
TH 6 APR  Meet at the Ransom Center – class begins in lobby at 12:30 pm.
F 7 APR  Discussion; Poster Workshop

**WEEK TWELVE:** *Attend NWF Performances*
T 11 APR  New Works Festival
TH 13 APR  New Works Festival
F 14 APR  New Works Festival

**DUE: Two blog posts on the AYMN Course Canvas site by midnight Sunday, 16 APR**
Class Participation Grade #4

**WEEK THIRTEEN:**
T 18 APR  **DUE: Poster Presentations**
TH 20 APR  **DUE: Poster Presentations**
F 21 APR  Peer Review Workshops

**DUE: Paper Draft #2**

**WEEK FOURTEEN:**
T 25 APR  **DUE: Poster Presentations**
TH 27 APR  **DUE: Poster Presentations**
F 28 APR  Research Day

**WEEK FIFTEEN:**
T 2 MAY  **DUE: Presentations**
TH 4 MAY  Wrap-up

**DUE: Final Paper** (attached atop Draft #2/Peer Edit sheet; and Draft #1)

F 5 MAY  Research Day

Class Participation Grade #5

---

Instructor may revise the syllabus at any time. If so, students will be advised of new syllabus posting.
UGS 303: AYMN COURSE REQUIREMENTS

RESEARCH PAPER Portfolio  
55 points

- **Topic Proposal** – 0 points, but Required
- **Abstract** – 5 points
- **Annotated Bibliography** – 5 points
- **Paper Draft #1** – 10 points
- **Paper Draft #2** – 15 points
- **Final Paper** – 20 points

**ORAL PRESENTATIONS** (2@10pts each)  
20 points

**CLASS PARTICIPATION** (max 3pts every 5 weeks)  
15 points

**NEW WORKS FESTIVAL BLOGS** (2@5pts each)  
10 points

**100 points TOTAL**

RESEARCH PAPER Portfolio items (55pts)

- **Topic Proposal, Annotated Bibliography, Abstract, Paper Drafts 1&2, and Final Paper**  
  – Canvas has descriptions/specifications for discrete research paper portfolio items.
- There is one assigned research paper for this course. You will research and write about an event, production, exhibition, concert, or funding source of your choosing (and approved by instructors) – but, one that we have not discussed in class. For example, you may not write about *Cradle Will Rock* or the Pew’s role in the Barnes Foundation.
- This is a research paper. It is **not an opinion** paper. All claims and arguments you make must be backed by evidence that you have studied fully and carefully. From this research you will make an argument, putting forward your own understanding of the topic from rigorous engagement with evidence (research). You must argue by demonstration, not assertion.
- Your research paper will connect all three threads of the class (Art, Money, Nation); however, your writing will focus on the intersection/relationship of two.
- After some initial research, you will propose a research paper topic, as described above to be approved by the instructors. After topic approval, you will craft an annotated bibliography and an abstract.
- Your final research paper must be based on sources collected for your annotated bibliography. The same rules apply to the paper drafts and to the bibliography, especially regarding the number of sources (as a minimum) and the type of source (print and internet). Do not worry if sources that seemed crucial at the bibliography stage are no longer so, or if you have added new sources to your research. This is a sign of the development of your argument across time.
- You will submit drafts of this paper two times during the semester.

**UGS 303: Research Assistance**

Early in the semester, each UGS 303 Section will meet with Beth Kerr, Theatre and Dance Librarian, at the UT Fine Arts Library (FAL). Beth will introduce specific and helpful ways of researching topics within and that relate to fine arts. UGS 303 students may also seek research assistance from UGS 303 affiliate librarian Elise Nacca, Head, Information Literacy Services, at the Perry-Castaneda Library (PCL). If you would like assistance or have a research question, feel free to contact librarians via the on-line UT Directory.

Instructor may revise the syllabus at any time. If so, students will be advised of new syllabus posting.
RESEARCH PAPER DEADLINES:

**Paper Topic Proposal:** Due T 2 FEB (0 pts, but Required)

An excellent paper is the result of several preparatory steps, the first of which is a clear and thoughtful proposal. One of the reasons such a proposal is important is that allows you to get feedback as you start the process. Feedback will help you avoid missteps and unnecessary labor, as well as sharpen your thinking. The proposal is also useful because it requires you to clarify your thinking about the paper topic and to articulate your investment in the subject in the early stages.

**Annotated Bibliography:** Due T 28 FEB (5 pts)

An annotated bibliography is a list of citations for books, articles, photographs, exhibits, live and/or filmed performances, works of visual art, and other materials germane to your paper. Each citation has a paragraph that presents the source in terms of your project. Annotations are descriptive and critical; they explore the author's point of view, clarity, and authority. They inform the reader of the relevance, accuracy, and quality of the sources cited.

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed research. Equally important is the connection of the work to the larger project as detailed in the opening paragraph that establishes the purpose of the bibliography. A fuller description of this assignment as well as a rubric can be found on Canvas in the “Assignments” folder.

**Paper Abstract:** Due F 10 MAR (5 pts)

An abstract is a brief summary of your paper, and is used to give the reader an overview of the paper’s focus and purpose. It is intended to be a succinct communication of your complex research. Every word counts because there are so few of them (when compared to the paper as a whole). The abstract conveys to your reader a road map through your research plan.

**Paper Draft #1:** Due F 31 MAR (10 pts)
**Paper Draft #2:** Due F 21 APR (15 pts)

You will bring to class a printed version of your second draft in process for a peer-edit workshop.

**Final Paper:** Due TH 4 MAY (20 pts) 12:30 pm, at beginning of class.

UGS 303: Writing Flag

- This course carries the UT Writing Flag designed to give students experience with writing in an academic discipline.
- In this class, expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise your paper drafts, and you may be asked to read and discuss your peers’ work. A substantial portion – 55 points of your grade – will come from your written work.
- Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

**The University Writing Center (UWC)**

- You are strongly encouraged at any time to use the University Writing Center (PCL 2.330, 471-6222, uwc.utexas.edu). The University Writing Center offers free,

---

Instructor may revise the syllabus at any time. If so, students will be advised of new syllabus posting.
individualized help with writing for any UT undergraduate, by appointment or on a drop-in basis.

- They work with students from every department on campus, for both academic and non-academic writing. This service is not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project.
- The UWC consultants are trained to work with you on your writing in ways that preserve the integrity of your work and help you become a stronger, more independent writer. They also hold weekly workshops on special topics

**UGS 303: WRITING**

Course Specialist Consultant (CSC) – Kathleen Krysher

- This class has been assigned a Course Specialist Consultant (CSC) from the University Writing Center (UWC): Kathleen Krysher, kathleenkrysher@utexas.edu.
- While the UWC’s generalist consultants can help any UT student with any piece of writing at any stage, CSCs are dedicated to particular writing intensive classes, like UGS 303: AYMN. CSCs attend class meetings, get familiar with the class’s writing assignments, and offer course-specialized writing help in 45-minute consultations in the UWC (PCL 2.330). CSC consultations are scheduled by appointment, and students in UGS 303: AYMN have scheduling priority over other UT students.
- The best way to schedule a CSC appointment is to register for a UWC account at uwc.utexas.edu/appointments, call the UWC Front Desk at 512-471-6222, and identify your class’s CSC by name. You may also schedule CSC appointments by emailing your CSC directly, though this method may be slower.
- Please schedule CSC consultations only in regard to writing assignments in this class. And note: CSCs are typically available for 7-10 appointments per week (times TBA). For students in this class, CSC appointments will be scheduled on a first-come-first-served basis. If your CSC is not available when you want writing help, or if you need help on assignments outside this class, please schedule consultations with UWC generalist consultants through the UWC’s online scheduling system: uwc.utexas.edu/appointments.

**Use of Internet Sources**

- The Internet is an indispensible research tool and is part of any serious researcher’s process. Your research for this course will undoubtedly include ample time on-line evaluating a range of websites. Not all websites are equally valuable, however.
- Sites with suffixes including “.gov,” “.edu,” and “.org” tend to be both reliable and productive. These are ones whose materials tend to have been evaluated and offer thoughtful information (please note the verb “tend,” there are no guarantees online). Also, “.com” does not mean a site is unreliable, but you should check that information against other sources.
- The sites you may not use for this course are ones that are already digests---that is the information is already a summary of the most readily available sources. Since it is your job to look at sources and come up with conclusions, do not cite websites that have already done this. This includes Wikipedia, Dictionary.com, Answers.com, and other similar sites.
ORAL PRESENTATIONS (2@10pts each/20 pts)

1. **Reading Presentation and Discussion Questions: Due AS ASSIGNED (10 pts)**
   - No more than 5 min presentation, on (one of) the day’s reading(s).
   - 24 hours prior (i.e. by 11 am on Monday or Wednesday) to your reading presentation, (7 points) you will submit discussion questions (3 points) via email to TA Jeff Gan.
   - If you submit questions late, a three (3) point penalty will be assessed.
   - If you arrive late to class on your presentation day, you will receive a zero.
   - Guidelines for both in-class oral presentations will be posted to Canvas.

2. **Poster Presentation: Due TH APR 20; T APR 25; TH APR 27; or T MAY 2 (10 pts)**
   - Prepared from your paper research.
   - Guidelines for both in-class oral presentations will be posted to Canvas.

CLASS PARTICIPATION (15 pts)

- Spoken participation in this class is essential, both to maintain a high level of discussion and to encourage you to practice your spoken communication skills. You should try to contribute to the discussion every day with thoughtful comments using your reading notes. Be fully present – no text messaging, no sidebar conversations.
- **Phones/computers/devices MUST be turned off, put away, and out of your sight.**
- Listen and respond graciously and generously to colleagues’ ideas, which, of course, doesn’t mean necessarily agreeing with them. We want our conversations to be lively, committed, and productively contentious.
- Participation grades – up to three (3) points – will be given every three (3) weeks over the 15-week semester (or 5 times) for a total of 15 points, or 15% of your final grade.
  - “3 points” Thank you for your consistent participation. This means that you have consistently come to class and participated fully and thoughtfully in conversation, without dominating, and that you have submitted all work in a timely manner.
  - “2 points” Please work to offer your opinions and observations more often. This means that you have come to class and occasionally participated fully, but more often remained attentive to the goings-on and that you have submitted all work in a timely manner. In short, you are keeping up with work, but remaining on the sidelines at times.
  - “1 point” Work to step forward and offer your opinions; or make an appointment with one of the instructors to discuss strategies to support your participation comfort level. This means that you are appearing in class, but you are not prepared to work or to listen and/or you have, more often than not, turned in late work.
  - These grades will be shared throughout the semester so that you can follow your progress. If you find yourself receiving a low grade, use the information as an opportunity to speak with an instructor about your participation/progress, as well as our expectations.

NEW WORKS FESTIVAL PERFORMANCES

**Two (2) Blog Posts NWF Performances: Due SU 16 APR by midnight (2@5pts each/10 pts)**

- During the week (April 10-14) of New Works Festival (NWF), you are required to attend two (2) NWF events: at least one NWF show and at least one NWF presentation. We will discuss in class the differences between NWF events. After each performance you will
post an analysis, reflection, or consideration. The class NWF blog spot will be in your section’s Canvas Discussions.

- Each of your blog posts should be exquisitely worded entries (200 words minimum) in which you express your critical thinking about the NWF event in light of class discussions and readings.
- Each blog post will adhere to the conventions of good writing and show how you have “thought through” your ideas.
- Paragraphs begin with a strong topic sentence that tells what the post will be about – essentially, what you will be arguing.
- Generally, at least three (3) key points follow the topic sentence building on the ideas, or argument, of the paragraph. Cogent examples illustrate the points. Each sentence contains a subject and a verb. Use active verbs move the paragraph forward and well-chosen adjectives illustrate the picture. Use adverbs sparingly, if at all. Proofread for grammar and punctuation.
- Information about the New Works Festival, including schedule, can be found at http://www.newworksfestival.org/
- Reserve your tickets as soon as possible. No kidding!
COURSE POLICIES

GRADES will be assessed according (note that +/- grades may be altered at the discretion of instructors based on criteria offered for full letter grades) to the following breakdown:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.5 – 100</td>
<td>B</td>
<td>82.5 – 86.49</td>
</tr>
<tr>
<td>A-</td>
<td>89.5 - 92.49</td>
<td>B-</td>
<td>79.5 - 82.49</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 - 89.49</td>
<td>C+</td>
<td>76.5 - 79.49</td>
</tr>
<tr>
<td>D+</td>
<td>66.5 - 69.49</td>
<td>C</td>
<td>72.5 - 76.49</td>
</tr>
<tr>
<td>D</td>
<td>62.5 - 66.49</td>
<td>C-</td>
<td>69.5 - 72.49</td>
</tr>
<tr>
<td>D-</td>
<td>59.5 - 62.49</td>
<td>F</td>
<td>0 - 59.49</td>
</tr>
</tbody>
</table>


- Follow assignment prompts and examples.
- Submit work on time.

Attendance and Class Participation.

- **Attendance is mandatory.** You are expected to attend all classes.
- Tardiness is not tolerated. If you are not in the classroom when the roll is taken or if you arrive during class, you will be marked “LATE”; if you do not show up, “ABSENT”
- **Note:** Absences for presentations can never be excused and you will receive a zero.
- Students are allowed two (2) absences for any reason without question or penalty.
- Each absence beyond two (2) will result in a final grade reduction by 1/3 of a letter grade. If a student has three (3) Absences, a final grade of A- would become a B+. A final grade of A- would become a B- with two (2) Absences over the permitted two (2) (or four (4) all together).
- **Note:** Absences include an excess accumulation of Tardies (3 Tardies = 1 Absence), as well as not being present (1 Absence).
- Absences of eight or more will result in automatic failure of the course, with a final grade of F regardless of the quality of the course work.
- In the event of a medical emergency, contact the instructor and submit written support from the attending physician. (UT Health Center sign-in records are NOT acceptable).
- **You may not attend a Friday section for which you are not registered.**
- Friday sections are assigned via the Registrar’s Office.
- As with T/TH classes, you must attend all Friday section discussions.
- Do not ask to attend a F section other than the one assigned – the answer will be “no.”

- **Class Participation is mandatory.**
- Read required course readings closely in order to actively participate in class discussions, whether about readings, about connections between art/money/nation, or in sections.
- Offering constructive feedback and gracefully accepting criticism is important in the course.

Late Work.

- Any assignments turned in after the posted due date will be graded normally;
- However, an additional 50% of the total possible points will be deducted.
• For example, if a 10-point assignment is turned in late and graded to be an 8; then an additional 5 points is deducted for a final grade of 3 points.
• If you are Absent for a class presentation you will receive a 0.

Final Exam
There will be no final exam for this class.

Incompletes
No incompletes will be given in this course.

Ultimately…

An “A” course grade means that the student has not missed any classes and has arrived promptly each day, prepared to participate in the session’s discussions. An “A” means that a large amount of diligence and initiative has gone into your writing, thinking, class presentations, and class participation this semester. Your reading responses are well-written and pose useful questions for yourself and the class to ponder; your in-class presentations are substantive and concise; your participation in class discussions is thoughtful, succinct, and moves the conversation forward; in the progress of researching and thinking about the connections between art, money and nation, you’ve clearly expanded knowledge and skills.

A “B” grade means that you’ve missed several classes or come late several times; that you don’t participate as consistently or productively in discussions; that you don’t make observations about the readings; that your responses seem hurried, without thought; that your presentations and papers are slapdash; and that you still haven’t risen to the challenge of this course.

A “C” grade means that you’ve missed many classes and/or consistently come late; that you don’t appear to have read the discussion assignments; that your approach to your presentations and written assignments is laconic and disorganized; that you don’t appear motivated to do well; and that mastering the skills of the course is not a top priority for you.

An “F” grade means you have barely done any of the work, missed classes regularly, and generally disengaged from the course content and process.

E-MAIL for Official Correspondence to Students
• Email (specifically via Canvas) is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements.
• You are responsible to keep the university informed about changes to your e-mail address.
• You are responsible for checking email to stay current with university- and course-related communications, some of which may be time-critical.
• You can find UT Austin’s policies and instructions for updating your e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.
• In an emergency, please take care of yourself; email TA/Instructor, as soon as it is possible.
PROBLEM SOLVING and INSTRUCTOR COMMUNICATION
If you have a question or something you wish to discuss, take these steps:

1) CHECK the SYLLABUS; the answer is probably there.
2) ASK a COLLEAGUE, or try to resolve the issue on your own.
3) SEARCH the UT WEBSITE for the information you need.
4) If needed, email the Instructor/TA and share info from the three steps above.
5) Do not expect same-day, rapid-response replies from Instructor/TA.
6) Instructor/TA will respond to you within 2 business days/48 hours.

ELECTRONIC DEVICES

- This is a No-Tech course.
- In class, please use a UGS 303 Notebook.
- Students may not use any personal electronic devices (laptops, tablets, smartphones, etc.) in class, unless expressly allowed by the instructor.
- Phones/computers/devices MUST be turned off, put away, and out of your sight.
- All electronic devices must be turned off and put away for the entire class session.
- Any observation by Instructor of electronic devices will result in being marked Absent.
- Instructors are not obliged to advise students if they are observed using devices.
- If you need access to a device in class for any reason please discuss with the instructor.
- Repeat offenders will be subject to a report of academic problem.

* * *

* * *
**HOW DO I SUCCEED IN THIS CLASS?**

*When should I get to class and what do I need to bring with me each day?*

Come to class a few minutes early, with pen and notebook, the printed assigned reading for the day, and any assignment due that day. Also, keep your cell phone off and out of reach.

*What is good class participation? How do I know if I am doing well in class participation?*

Spoken participation in this class is essential, both to maintain a high level of discussion and to encourage you to practice your spoken communication skills. You should try to contribute to the discussion every day with thoughtful comments. Be fully present – no personal or device distractions. Listen and respond graciously which, of course, doesn’t mean necessarily agree.

*When is work due for each day?*

Assignments are due at the beginning of class, when you arrive. If you are late to class, your assignment is late. All submission deadlines are detailed in the syllabus schedule.

*What if I need to miss class because I am sick or something else?*

If you are absent (excused OR unexcused) more than two classes, your final grade in the course will drop one-third of a letter grade for each additional absence you accumulate. In other words, if you have 4 Absences total, a final grade of A- will become a B.

*What if I am a few minutes late or need to leave class a few minutes early?*

Three late arrivals or early departures (Tardies) equal one Absence.

*What if my assignment is a day late? how do I get my work to you if I miss class?*

Late assignments are graded first, then an automatic 50% point deduction is made to determine the final grade. Bring late assignments to the next class or receive a zero (0).

*What if I have completed the assignment, but am running a few minutes late to class?*

If you are late with the assignment, it will be considered late and graded accordingly.

*Can I finish the assignment on my computer and email it to you instead?*

No. All assignments must be handed in as a hard copy – printed and, if needed, stapled.

*What’s a good way to prepare for class, mentally and emotionally?*

Cultivate an attitude of curious engagement. You make the class happen! Come prepared with thoughts, ideas, and questions – create a lively, challenging, and supportive community.

*How much time should I expect to spend on work for this class outside of class time?*

Expect to spend about 6-12 hours per week on outside work for this class (that is, 3-6 hours per class session). Some weeks will require less time on this class, sometimes more.

*How many times should I read the play, article, or other reading assigned?*

Read each text at least twice in advance of class: once to get a sense of it and again as you work on the assignment. Print out the reading, so you can make margin notes, jot header
questions, or highlight important and meaningful passages. A third read will sharpen your ideas about the work and the day’s topic – and support your class participation (score).

**How should I schedule my time to get the work done well?**

Try to complete every assignment in advance to allow time for a final proof, and to allow time for any computer printer problems. Instructors will not accept technological – computer, printer, internet, etc. - difficulties as a reason for late work. Know where your back-up technology is located.

**How can I get help with my writing?**

As this is a Substantial Writing Component course, all of the assignments require writing, and improving your writing is a central goal of the class. Take advantage of the University Writing Center and their UGS 303 Course Writing Consultant. Also, consider the comments you receive on drafts and and meet with the Professor or the TA to discuss your work. Refer to syllabus pages 7-8 for more details on the UT Writing Flag and available assistance.

**I have a spell checker on my computer. Isn’t that enough?**

No. Try to have someone else read your work for sense and for proofing. Spell-checks and grammar checks on computers are helpful but they don’t catch every error and frequently give bad grammar advice.

**What if my work has a few tiny mistakes?**

A paper with excessive typos or spelling or grammar errors will be graded low.

**What if I finished my assignment but I am sick and can’t bring it to class?**

If you complete an assignment for a specific day and you get sick or unexpectedly need to be absent that day, have a friend bring the work to class and/or get it to the professor’s mailbox BEFORE class begins. Email the instructor you have submitted your work early.

**How will I know if I have missed an assignment or a post?**

It’s your responsibility to track assignments/grades via the syllabus and Canvas.

**I am lost! Can anyone help me?**

Ask questions or ask for clarification when assignments or expectations aren’t clear to you. Ask questions in class, during office hours, or via email.

**I know professors and TAs are busy. Do you really have time to talk to me?**

Yes! Do come to see each of us in office hours a few times during the semester to share thoughts and ideas, discuss any concerns, or just to check in.

**Will any extra credit be offered in this course?**

No. Only the work assigned and class participation will be offered.

---

Instructor may revise the syllabus at any time. If so, students will be advised of new syllabus posting.
THE UNIVERSITY OF TEXAS AT AUSTIN POLICIES

Religious Holy Days
According to UT Austin policy, you must notify your instructor at least 14 days prior to a pending absence for the observance of a religious holy day. If you must miss a class, an examination, a work assignment, a presentation or a project in order to observe a religious holy day, we will give you an opportunity to complete work wither in advance of your absence or within a reasonable time after the absence.

This instructor will make an exception for religious holy days that fall less than 14 days after the first day of class.

Title IX
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc.

If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: Student Emergency Services http://deanofstudents.utexas.edu/emergency/ and Student Counseling http://www.cmhc.utexas.edu/vav/vav_sexualviolence.html

Academic Accommodations for Students with a Documented Disability Statement
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice), 232-2937 (video phone), or consult their website at http://www.utexas.edu/diversity/ddce/ssd/index.php.

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, speak with your instructor or contact the Office of the Dean of Students.

The University of Texas at Austin Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Academic Integrity
All written work must be your own (except for editing work or work with writing tutors, which I encourage). Please do not plagiarize others’ work. Give appropriate credit and citations, when it is due and use the proper citation form for all materials.

Behavior Concerns Advice Line (BCAL)
- If you are worried about someone who is acting unusually, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior.
- Similarly, if you exhibit behavior or use language that concerns instructors or colleagues, or if you engage in actions that disrupt class activities, instructors may contact BCAL.

Instructor may revise the syllabus at any time. If so, students will be advised of new syllabus posting.
This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you might require assistance during a possible, future evacuation, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless authorized by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Concealed Campus Carry (SB 11)

- As of 1 August 2016 license to carry holders (LTCH) are allowed handguns in most parts of campus. All UT policies and information around this law can be found at https://campuscarry.utexas.edu/ (All quotations here are from that web page).
- The LTCH is solely responsible for following both the law and UT policy. That policy states: “Students who do not follow UT policy are subject to discipline by the Dean of Students.” Additionally, “accidental discharge of a handgun by any...student may be cause for disciplinary action, up to and including...expulsion....”
- “Although you can carry in many places on campus, you cannot carry everywhere or when engaged in activities that make carrying a handgun impossible.” This course will at many times during the semester be one of those places.
- This class will have many class sessions where the activities will make it impossible for a LTCH both to carry legally and participate in required class work. A refusal to participate will be recorded as an absence for that day.
- If a gun is seen in class the instructors reserve the right to call UTPD. A LTCH who does not follow state law and UT policy will automatically fail the course.
- There is a great deal of research that indicates carrying a firearm (concealed or not) does not make a person safer. In fact, being armed can make a situation much more dangerous, even lethal. For articles that detail this research see:


More articles, studies, and data may be found at [http://gunfreeut.org/](http://gunfreeut.org/)

- Dr. Canning's office is a gun-free zone. Those who cannot attend office hours because of this may email her to schedule an alternative. UT requires her to make this notice verbally. She will do so.
- To reiterate: every LTCH is responsible for obeying the law and UT policy. A failure to do so will result in penalties from being assigned an absence for the day to failing the class to expulsion from UT.