

**ARC 318K
WORLD ARCHITECTURE: THE ORIGINS TO 1750
SPRING 2019**

UNDERGRADUATE SYLLABUS

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Teaching Assistants

There are five Teaching Assistants for the course. Each Teaching Assistant is responsible for leading up to two discussion sections weekly.

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Note: This Syllabus may be changed as the semester progresses. Students will be advised of any such modifications as soon as is possible.

GENERAL COURSE OUTLINE AND REQUIREMENTS

Time and Place: Lectures: Tuesday and Thursday, 12:30-1:50, HRH 2.104 (Jessen Auditorium); plus one discussion section each week.

Prerequisites: None. Open to all students.

Description: This course is the first in a two-part series that explores the history of architecture around the world. Beginning with the earliest evidence of human habitation and extending to the middle of the eighteenth century, we will examine the evolution of architecture and town building in places ranging from the ancient Near East, Egypt, and Classical Greece, to East Asia, the Indian subcontinent, Africa, the Americas, and Europe. The approach will be interdisciplinary, combining aspects of architecture and history, as well as geography, cultural studies, and anthropology. The course will consist of two lectures per week as well as a separate discussion section.

Educational Objectives: The aims of this course are threefold: to familiarize you with the historical development of architecture from a global perspective, to introduce you to the basic vocabulary of architecture, and to acquaint you with the nature of architectural history and its potential for providing meaningful lessons for the practice and appreciation of architecture in our time.

CIDA Objectives (Interior Design): This course is focused on familiarizing students with the social, political, and physical influences affecting historical changes in the design of the built environment from the earliest times to the mid-eighteenth century

Core Curriculum Notes

- Global Cultures
This course carries the Global Cultures Flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. In your assignments, you will be asked to explore the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present. The goal of this flag is to encourage you to reflect on your own cultural experiences within a global context.
- Writing
This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can 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 one or more assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.
- Visual and Performing Arts
This course may be used to fulfill the visual and performing arts component of the University Core Curriculum. It addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking, teamwork, and social responsibility.

Course Requirements and Grades: The requirements and their percentage share of the course grade are as follows:

- Writing sample/class participation.....5%
- Four one-page papers (total) 10%
- One paper re-write.....5%
- One four- to five-page paper 15%
- One six- to seven-page paper..... 15%
- Midterm #1 15%
- Midterm #2..... 15%
- Final exam 20%

Grading is structured as follows:

- A 94% and above
- A- 90-93%
- B+ 87-89%
- B 84-86%
- B- 80%-83%
- C+ 77-79%
- C 74-76%
- C- 70-73%
- D 65-69%
- F 64% or lower

Class attendance is required. Students are also required to attend all discussion sections. Students with more than two unexcused absences from the weekly discussion sections may face a reduction of one letter grade on the final grade of the course. All exams must be taken on the dates scheduled. Students will only be permitted to take make-up exams in the case of medical or family emergencies, or if they are away on official university business. Whenever possible, make-up exams should be scheduled in advance.

Written assignments: All written assignments are to be turned in via Canvas by the start of section in the week due, unless noted otherwise below under “Key dates.” Late papers will not be accepted.

Required text and other readings:

- Richard Ingersoll, *World Architecture: A Cross-Cultural History* (New York: Oxford University Press, 2018). This book is available to buy at the Co-op, or to buy or rent at Amazon.com. A copy will also be on reserve at the Architecture Library.
- Any additional readings that may be distributed in section.
- Handouts listing important buildings and vocabulary for each lecture will be available in advance on line.

Key dates: The following are the scheduled exam dates and dates when written assignments are due:

- Writing Sample Monday, January 28*
- *One-Page Paper #1* Week of February 4-8
- *One-Page Paper #2* Week of February 11-15
- ****1st Midterm**** Tuesday, February 19
- *One-Page Paper #3* Week of February 25-March 1
- *One-Page Paper #4* Week of March 4-8
- First Essay Paper Week of March 11-15
- SPRING BREAK
- ****2nd Midterm**** Tuesday, April 2
- *Re-Write of One-Page Paper* Week of April 8-12
- Second Essay Paper Week of April 29-May 3
- ****Final Exam**** TBD

*The due date for students in Monday and Tuesday sections is Friday, February 1. These papers should be submitted electronically to your TA by 8:00 PM.

Canvas Web site: The online site **Canvas** provides a library of images (or actual lecture slides) of the buildings and sites discussed in the lectures, lists of important buildings and relevant vocabulary, and other important information related to the class.

Office hours: While the Teaching Assistant who leads your section will usually be the best person with whom to speak with about questions or issues you have regarding assignments or the class, you are always welcome to

take advantage of my office hours to talk about the course or to go over any other questions or issues you may have. I am also available outside of office hours by appointment.

A few helpful suggestions: This course covers a large amount of material in a very short period of time. Many places, events, and terms will likely be unfamiliar to you. The best way to ensure that you do well in the course is to:

- ***Attend class.*** While the lectures cover a portion of what is in the reading, they also cover material outside the text. It is your responsibility to be familiar with this material. (If you miss a lecture, you may want to borrow the notes of a trusted classmate.)
- ***Attend section.*** Not only is attendance at section an important part of your grade, you'll be covering additional material for which you will also be responsible. Section also provides the opportunity for you to ask questions easily and openly about the material and assignments.
- ***Do the readings.*** The assigned readings are intended to complement the lectures and discussion sections. Note that the lectures and sections do not cover everything that's in the reading, and vice-versa, so it's very important that you do all three (that is, lectures+sections+reading) to ensure that you are exposed to all the material and get the most out of the course. It's a very good idea to read the assigned material before you come to class, as it makes the lectures and sections more meaningful. If you want to learn more about a particular topic, you may want to look at some of the suggested further readings listed in Ingersoll or consult with me or the librarians in the Architecture and Planning Library in Battle Hall.
- ***Take notes and study together.*** Be sure to take good notes, focusing on key ideas, vocabulary, contextual situations, and (of course) buildings. Cross-reference your notes with the reading assignments, and periodically review the buildings and sites we have discussed—they will be posted on Canvas. Especially before exams, studying together can be a very effective way of sharing and reinforcing ideas and the material.

Common courtesies: If you arrive late or need to leave early, please sit in the rear of the auditorium so as not to disturb others. Additionally, ***please refrain from eating in lecture and in section.*** Crinkling wrappers and aromatic foods are distracting to those around you.

Cell phone, tablet, and computer use while in class: Please either turn your cell phone off or silence the ringer and turn off the vibrate mode. Please use your computer, tablet, or phone for note-taking or research only. ***Surfing the web, emailing, texting, using social media, and the like are grounds for being asked to leave the room immediately,*** as such activity is incredibly distracting to those sitting around you.

GUIDANCE FOR THE EXAMS

EXAMINATIONS

BE SURE TO BRING A **BLUE BOOK** TO EACH EXAM (12 PAGES OR MORE). DO NOT WRITE ANYTHING IN THE BLUE BOOK UNTIL YOU ARE INSTRUCTED TO DO SO!

Each midterm exam will consist of three sections:

1. Ten slide identifications (1 point each). Identify the building or site, and note where it was built, by whom (or which culture), when, and why, and explain its significance.
2. Four short answer questions (10 points each). These can include definitions, a sketch or two, and/or brief explanations of terms, concepts, or issues.
3. One essay question (50 points). The essay question will ask you to examine significant trends or issues in the course or to compare and/or contrast different cultures and their architecture. (See below for helpful suggestions.)

Preparing for the exam

Preparing for an essay exam, like any exam, requires a close and careful rereading of texts and lecture notes. In addition, since architecture is a visual medium, be sure to take time to review the visual materials and consider how they illustrate the themes and ideas of the course. Ask yourself: what are the concepts and relationships involved in the material? Review major headings and chapter summaries. Go over the basic terms (be sure you can give a brief and precise definition of all terms), and be able to summarize the most important points of each lecture or reading. Think about how the ideas discussed in the different lectures and readings relate to each other. Can you discern certain trends or significant changes?

Answering an essay question

- **Make sure you understand the question. Before you begin writing, take a few minutes to ensure you understand what is being asked of you.**

Essay questions are very carefully and precisely worded. *You will receive little or no credit for answering a question you have not been asked*—yet this is probably the most common error students make: they prepare carefully, and write out a lengthy and well-organized answer, and cannot understand why they do poorly. They do poorly because they have not answered the question they were asked!

An essay question always has a controlling request, expressed in one or two key words. Find the key words and underline them.

Sample Key Words in Essay Questions:

“Evaluate”	Discuss the good points and the bad ones; appraise, assess, and give your opinion (but be sure to back it up with facts and/or examples).
“Compare”	Bring out the points of similarity and the points of difference (used with “Contrast”).
“Explain”	Make clear; interpret; examine how; discuss the meaning of; explicate.
“Describe”	Give an account of; tell about or recount; give a description of.
“Discuss”	Talk over; consider from various points of view; present the different sides of.

“Criticize”	State your opinion of the correctness of the merits of an item or issue; your criticism may approve or disapprove.
“Trace”	Give a description of the progress of a trend or idea; describe its evolution.
“Interpret”	Make plain; give the meaning of; translate.
“Summarize”	Sum up; briefly give the main points.

- **Make sure your answer is clear and well organized.**

Take a few moments to make a brief outline or plan your answer. Be consistent. If you take one position, be sure that your argument stays with it. Do not start your answer arguing one idea and then change to another position. If you get off to a bad start, cross out what you have written and begin again. Remember: the clarity of your thoughts and the persuasiveness of your argument are crucial aspects of your answer.

- **Be thorough.**

Answer the questions fully. Be sure to incorporate material not only from the lectures but also from the readings. Some questions will require you to deal with material from several lectures or readings. Consider the question fully, but avoid merely “regurgitating” what you have heard or read. Your well-considered interpretation is valuable.

- **Write well.**

Take the time to make sure that your essays are well written. Wordy and/or imprecise writing will detract from the quality of your exam. *You must write your answer in normal prose* (simple lists or outlines are not acceptable). Avoid awkward phrases and passive voice constructions. Watch your spelling and do not use words whose meanings you may not be sure of. Leave a few minutes at the end of the exam period to read over your answer and correct any obvious mistakes.

- **Remember the margins.**

Don’t hesitate to jot notes—outlines, sketches, thoughts—in the margins of your Blue Book. Not only can they assist you as you compose your responses, they can also help your grader understand your train of thought and the extent of your knowledge.

SAMPLE MIDTERM EXAM

1. Slide Identifications (1 point each)

You will see slides of ten different buildings or sites. You should identify each one, making sure to provide the following information:

- Name of the building or site.
- Who built it (e.g., Egyptian, Mesopotamian, Roman, etc.) and the name of the architect, if known.
- When it was built (e.g., c. 2500 B.C.E., 50 C.E., etc.).
- Where it was built (e.g., Ur, Athens, Rome, etc.).
- Why it is significant (e.g., an early example of a Doric temple, the best surviving example of a Roman theater, etc.).

2. Short Answer Questions (10 points each)

1. What is a corbel? How is a corbeled arch constructed? How is it different from standard arch construction? What are the advantages of each?
2. Name three building types and explain why they are distinct formally, spatially, and materially.
3. What is a (Babylonian) ziggurat? How is it different from an (Egyptian) pyramid?
4. Draw a plan of a Greek temple that is hexastyle and amphiprostyle. Label the stereobate, pronaos, and naos. Name an example from class or the reading of such a temple.

3. Essay Question (50 points)

Compare and contrast classical Greek and Egyptian temple architecture. How are they alike? How are they different?

Be sure to consider the following:

- Construction
- Space
- Composition (plan, section, proportions, use of symmetry, site, scale)

INSTRUCTIONS FOR THE PAPERS

Format for all papers: 1-1/4" side, 1" top and bottom margins (the typical default); 12-point type (Times Roman is recommended); double spacing. Include page numbers on all pages, centered, in bottom footer. Please use endnotes (rather than footnotes or in-text citations) and include a bibliography. The *Chicago Manual of Style* offers an excellent formatting guide. It can be found at:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

Important Note: Because this is a Writing Flag course, your TA will grade not only the content of your papers but *also your writing*. Thus, it is important that you approach each paper with an eye to good composition and correct grammar and punctuation.

WRITING SAMPLE

The writing sample is intended as a way for your TA to understand the class's skills with written English, and if there are opportunities for improvement that can be addressed in section. Your sample is to be *no longer than one page or 300 words* and should address the question, "why architectural history matters."

ONE-PAGE PAPERS

During the first half of the semester, a short paper of no more than one page (approximately 300 words) in length will be due as scheduled in the Class Schedule outline of this Syllabus. The purpose of these essays is to help you develop your skills for analyzing architecture, and, ultimately, to prepare you for writing the lengthier term paper.

Each of the four papers focuses on particular aspects of reading architecture: plan and section, elevation, symbol, and site and context. Research is not required for these exercises; however, in the event you use or quote sources, please follow the endnote and bibliography format recommended above. These papers are short, and therefore care and attention to the quality of your writing and content matter...a lot.

PAPER RE-WRITE

In order to demonstrate your progress with writing, you are to select any one of your previously submitted one-page papers and rewrite it, correcting errors, improving composition, and, in short, bettering it to the best of your ability. It is important that you lend effort to this assignment, as it does carry a noticeable weight in your final grade for the course. We will devote one section to a peer discussion of these papers. Samples for discussion will be selected by your TA and presented to the group anonymously for constructive criticism.

ESSAY PAPERS

In addition to class and section attendance, the one-page papers, and the three exams, you are required to submit two short papers.

Each paper should have the specified number of pages (or number of words) of text. You may include photographs, drawings, and other forms of documentation, but these are not counted in your page total. Papers should also include endnotes and a bibliography of all of the works you have consulted; these are not counted in the page total either. You should consult at least one book, one scholarly article, and one reference work for each paper.

Essay Paper No. 1: Analysis of a building or complex of buildings

Your first assignment is to write a short analysis (approximately 4-5 pages, or approximately 1,200 to 1,500 words) of a particular building or site. For this paper, I would like you to choose a Paleolithic, Neolithic, Mesopotamian, Assyrian, Egyptian, Minoan, Mycenaean, Greek, Hellenistic, or Roman work. You may select any building type (house, tomb, temple, etc.), and are invited to use the below questions as suggestions for your approach.

- How does the work reflect the time in which it was built? Is it typical or an anomaly?

- What does it tell us about the culture that built it?
- In what ways is it a response to its site? (Be sure to consider climate, geography, and even light, as well as indigenous materials.)
- What was its function? How well did it serve its purpose? Did its use change over time? If so, how did it accommodate those changes?
- What about its structure? How was it built? What, if any, technological innovations were employed in its construction? What do we know about its builders?
- Describe the experience of being inside and outside the building. How did one move through the building?
- What specific symbolism was employed? How were these meanings conveyed?
- In what ways was the building successful? What flaws do you see in its design or construction?

Note: Please *do not* merely present a history of the building. The history and basic description of the work should be confined to a page or so—at most. Instead, I want you to try to understand and describe the “logic” and meaning of the work—and what they might reveal about important concepts and values in architecture. Here Ingersoll’s text may be a helpful guide.

Essay Paper No. 2: Analysis of an architectural element or feature

Your final assignment is to write a slightly longer paper (approximately 6-7 pages, or approximately 1,800 to 2,100 words) examining a particular element or feature of a building (or complex of buildings) of your choice that falls within the scope of the course (i.e., world architecture prior to 1750 C.E.) For example, you may look at how color was used to ornament a Greek temple, how clerestory windows were employed in a Byzantine church to achieve certain lighting affects, how proportion was used in a Buddhist temple, or how the layout of a Maya ceremonial city reflected specific beliefs or practices.

Please do not analyze an entire building as you did in the first assignment, but instead isolate one particular feature or issue that illustrates something significant about the building (or complex of buildings).

CLASS SCHEDULE**WEEK 1**

January 22

1. Introduction + Architecture as a Second NatureReading: Ingersoll, *World Architecture*, Chapter 1.1 (pages 1-11)

January 24

2. Early Monument Building and the Beginnings of the CityReading: Ingersoll, *World Architecture*, Chapters 1.2, 1.3, and 2.1 (pages 12-49)***Discussion section:*** Course orientation, rules of the road, plagiarism, about writing, writing sample***Assignment:*** Writing sample, “why architectural history matters”****Due on January 28:*** Writing sample, “why architectural history matters” (Due date for students in Monday and Tuesday sections is Friday, February 1.)**WEEK 2**

January 29

3. Egypt: The Old and Middle KingdomsReading: Ingersoll, *World Architecture*, Chapter 2.2 (pages 49-62)

January 31

4. Egypt: The New Kingdom (*Guest lecturer: Anna Nau*)Reading: Ingersoll, *World Architecture*, Chapter 3.2 (pages 88-99)***Discussion section:*** Reading plan and section***Assignment:*** 1st One-Page Paper, “Analysis of a building through plan and section”**WEEK 3**

February 5

5. The Aegean and Asia Minor in the Bronze AgeReading: Ingersoll, *World Architecture*, Chapter 3.1 (pages 68-88)

February 7

6. Biblical Jerusalem, Southwest Asia, and Achaemenid PersiaReading: Ingersoll, *World Architecture*, Chapters 3.3 and 4.1 (pages 100-117)***Discussion section:*** Review of writing sample; reading an elevation***Assignment:*** 2nd One-Page Paper, “Analysis of an elevation”****Due this week in section:*** 1st One-Page Paper, “Analysis of a building through plan and section”

WEEK 4

February 12

7. Ancient Greece: The Polis and the TempleReading: Ingersoll, *World Architecture*, Chapter 4.2 (pages 118-130)

February 14

8. Ancient Greece: The Acropolis and HellenismReading: Ingersoll, *World Architecture*, Chapter 4.2 (pages 130-142)***Discussion section:*** Discussion of 1st One-Page Paper; review for Midterm Exam #1****Due this week in section:*** 2nd One-Page Paper, “Analysis of an elevation”**WEEK 5**

February 19

****MIDTERM EXAM #1****

February 21

9. The Great Temples of India and Southeast AsiaReading: Ingersoll, *World Architecture*, Chapters 4.3, 6.3, and 8.1 (pages 143-149, 220-229, 270-284)***Discussion section:*** Discussion of 2nd One-Page Paper; symbol in architecture***Assignment:*** 3rd One-Page Paper, “Analysis of symbolic use of architectural form”**WEEK 6**

February 26

10. Ancient Rome: Architecture as Power, Part IReading: Ingersoll, *World Architecture*, Chapter 5.1 (pages 150-177)

February 28

11. Ancient Rome: Architecture as Power, Part IIReading: Ingersoll, *World Architecture*, Chapter 5.1, continued (pages 150-177)***Discussion section:*** Review of Midterm Exam #1; about the First Essay Paper; site and context***Assignment:*** 4th One-Page Paper, “Analysis of site and context”****Due this week in section:*** 3rd One-Page Paper, “Analysis of symbolic use of architectural form”**WEEK 7**

March 5

12. Rome: Twilight of the West and the Rise of the EastReading: Ingersoll, *World Architecture*, Chapters 6.1 and 6.2 (pages 195-219)

March 7

13. The Architecture of Early IslamReading: Ingersoll, *World Architecture*, Chapter 7.1 (pages 230-244)

Discussion section: Discussion of 3rd One-Page Paper; experiencing space: mass, volume, light, sound

***Due this week in section:** 4th One-Page Paper, “Analysis of site and context”

WEEK 8

March 12

14. Pyramids and Rituals: Pre-Columbian Mexico and Meso-America (*Guest lecturer: Ernesto Bilbao*)

Reading: Ingersoll, *World Architecture*, Chapters 5.3 and 7.3 (pages 186-194, 256-268)

March 14

15. China

Reading: Ingersoll, *World Architecture*, Chapters 5.2, 7.2, and 11.1 (pages 178-186, 244-253, 429-442)

Discussion section: Discussion of 4th One-Page Paper; construction materials and techniques

***Due this week in section:** First Essay Paper

WEEK 9: SPRING BREAK

March 18-22

WEEK 10

March 26

16. The Carolingian Renaissance and the Romanesque

Reading: Ingersoll, *World Architecture*, Chapters 8.3 and 9.1 (pages 299-314, 320-327)

March 28

17. Gothic Europe

Reading: Ingersoll, *World Architecture*, Chapter 9.2 (pages 344-364)

Discussion section: Discussion of First Essay Paper; review for Midterm Exam #2

WEEK 11

April 2

MIDTERM EXAM #2

April 4

18. Pre-Contact America (*Guest lecturer: Karen Brady*)

Reading: Ingersoll, *World Architecture*, Chapter 10.3 (pages 413-428)

Discussion section: Urban form and structure

Assignment: Re-write of the One-Page Paper of your choosing

WEEK 12

April 9

19. The Twilight—and—Triumph of Islam (Guest lecturer: Jennifer Tate)Reading: Ingersoll, *World Architecture*, Chapters 8.2, 11.2, and 12.1 (pages 293-298, 443-456, 502-504)

April 11

20. Sub-Saharan Africa + Eastern EuropeReading: Ingersoll, *World Architecture*, Chapters 9.3 and 10.2 (pages 365-373, 397-412)**Discussion section:** About the Second Essay Paper; indigenous traditions***Due this week in section:** Re-write of the One-Page Paper of your choosing**WEEK 13**

April 16

21. The Renaissance Begins (Guest lecturers: Jessica Brown and Rosa Fry)Reading: Ingersoll, *World Architecture*, Chapter 10.1 (pages 374-396)

April 18

22. The Renaissance ContinuesReading: Ingersoll, *World Architecture*, Chapter 11.3 (pages 457-483)**Discussion section:** Group discussion of selected One-Page Paper re-writes**WEEK 14**

April 23

23. La Belle France: François I to Louis XIVReading: Ingersoll, *World Architecture*, Chapter 12.2 (pages 466, 507-523)

April 25

24. Britannia: Henry VIII to George IIReading: Ingersoll, *World Architecture*, Chapter 13.1 (pages 549-560)**Discussion section:** Italy, France, England and the architectural foundations of American suburbia**WEEK 15**

April 30

25. Japan and the Imperatives of TraditionReading: Ingersoll, *World Architecture*, Chapters 7.2 and 12.3 (pages 249, 253-255, 529-541)

May 2

26. The BaroqueReading: Ingersoll, *World Architecture*, Chapters 12.2 and 13.2 (pages 523-528, 561-575)**Discussion section:** Eastern and Western perspectives on architectural semantics***Due this week in section:** Second Essay Paper, “Analysis of an architectural element or feature”

WEEK 16

May 7

27. The American Colonies and Wrap-Up (Option 1)

Reading: Ingersoll, *World Architecture*, Chapter 13.3 (pages 576-592)

May 9

26. The American Colonies and Wrap-Up (Option 2)

Reading: Ingersoll, *World Architecture*, Chapter 13.3 (pages 576-592)

Discussion section: Semester review for the Final Exam

FINAL EXAM: TBD

UNIVERSITY POLICIES AND SERVICES

University Core Values and 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, and 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: Plagiarism (using another person's words or ideas without proper attribution) is taken very seriously at UT. Therefore, if you use words or ideas that are not your own, 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: http://deanofstudents.utexas.edu/sjs/acint_student.php.

When writing papers, remember that footnotes and endnotes are our friends; crediting source material helps avoid unnecessary appearances (or realities) of plagiarism. If you are unsure about what constitutes plagiarism or have questions about how to use or acknowledge source material in your papers, please consult with me. You may discuss your papers with your friends—and I encourage you to do so—but remember that *the work you submit must be your own*.

Student Rights and Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded, or diminished in any way.

With these rights come responsibilities:

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

Personal pronoun preference: 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. I will gladly honor your request to address you by a name different from what appears on the roster, and by the gender pronoun you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Drop Policy: If you want to drop this class after the 12th class day, you will 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, please see <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>.

University Assistance Services: Your success in this class is important. We may 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. There is also a range of resources on campus:

- ***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 has 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. If you wish, you may also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). For additional information, please see <http://ddce.utexas.edu/disability/about/>.

- ***Counseling and Mental Health Center***

You are encouraged 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 useful 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 beneficial. If you or anyone you know experiences any academic stress, difficult life events, or feelings such as anxiety or depression, we strongly encourage you to seek support. For additional information, please call 512-471-3515 or visit <http://www.cmhc.utexas.edu/individualcounseling.html>.

- ***The Sanger Learning Center***

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

Student Emergency Services: If you have concerns about the safety or behavior of fellow students, TAs, or professors, please contact the Behavior Concerns Advice Line. Your call can be anonymous. If something doesn't feel right, it probably isn't. Trust your instincts and share your concerns. Additional concerns can include, but are not limited to, a missing student, family emergency, fire or natural disaster, student (current or former) death, medical or mental health concern, academic difficulties due to crisis or emergency situations, or interpersonal violence (stalking, harassment, physical and/or sexual assault). Please contact Student Emergency Services at 512-471-5017 (M-F, 8:00-4:30) or 512-232-5050 (24/7). You may also contact the Behavior Concerns Advice Line at <https://besafe.utexas.edu/behavior-concerns-advice-line>.

Title IX Reporting: Title IX is a federal law that protects, at federally funded educational institutions, against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, and dating/domestic violence. UT Austin is committed to fostering a learning and working environment free of 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.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. Your instructor is a Responsible Employee and must report any Title IX-related incidents that are disclosed in writing, discussion, or one-on-one conversation. Before talking with your professor (or with any faculty or staff member) about a Title IX-related incident, be sure to ask whether that person is a Responsible Employee. If you want to speak with someone for 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, please visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

Campus Safety: The following guidelines regarding emergency evacuation are provided 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 at least one of the following: Austin Fire Department, The University of Texas at Austin Police Department, or the Fire Prevention Services office.

The link to information regarding emergency evacuation routes and emergency procedures can be found at www.utexas.edu/emergency.