

AFR 351M, AMS 321J, CTI 326J, GOV 335G

African American Social & Political Thought

31328, 31769, 30059, 38274

Fall 2023

CLASS MEETS: Tuesday and Thursday 2:00-3:30 p.m.

Benedict Hall 1.102

Instructor: Dr. Joey Barretta

Office hours: By appointment

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Course Description

UNIVERSITY CATALOG COURSE DESCRIPTION

Examines the speeches and writings by major theorists and critics of the prophetic tradition of black political thought.

DETAILED COURSE DESCRIPTION

This course will apply a core text approach to the study of the African American experience in America from the institution of slavery to the struggle for civil rights in the 1960s. Additionally, it will conclude with a look at contemporary authors on racial equality today. This course will focus on four core thinkers and their critics. Elements of the biographies of these core thinkers will be consulted to situate their ideas in context, but the primary focus will be on the content of their ideas.

- 1) **Frederick Douglass:** Douglass will serve as the foundation for the course because the other three are in some ways building on or departing from his project. He knew the evils of slavery personally. Nevertheless, Douglass argued that America could and should be home to African Americans even though they did not have equal status in a white-dominated society.
- 2) **Booker T. Washington:** Washington argued that through industrial training and hard work African Americans could elevate their status in society. Washington described the status of African Americans in the aftermath of slavery, particularly addressing the practical problems they faced as they sought a more equal station in society.
- 3) **W. E. B. Du Bois:** Du Bois was critical of Washington's "gradualist" approach, instead encouraging the most intellectually capable to pursue higher education to elevate their race as a whole. Du Bois will also help to illustrate the conditions African Americans faced in the first half of the twentieth century.
- 4) **Martin Luther King, Jr:** King is the final core thinker who represents a time approximately a century following the Emancipation Proclamation. This section will explore the principles and goals of King's nonviolent direct action program as well as the content of the "dream" he spoke of in 1963.

- 5) **Critics of Core Thinkers:** We will study critics who opposed the four core thinkers, directly or indirectly, including Marcus Garvey, Malcolm X, and Kwame Ture & Charles Hamilton.
- 6) **The Dream Today:** The question of whether Martin Luther's dream has been attained will provide the transition point to reading some modern-day authors who have different views on the status of African Americans today at the end of our course. Contemporary authors to be examined in the last part of the course include Cornel West, Ta-Nehisi Coates, Ibram X. Kendi, and John McWhorter.

PRE-REQUISITES FOR THE COURSE

Upper-division standing and six semester hours of lower-division coursework in government.

LEARNING OUTCOMES

This semester we will:

1. Learn how to read and reflect on primary sources
2. Practice clear, intentional writing in which you develop your critical thinking skills
3. Compare and contrast the ideas of some of the most influential thinkers in the African American political tradition
4. Apply an informed examination of thinkers of the past to inform our understanding of the status of African Americans today

How Will You Learn?

STATEMENT OF LEARNING SUCCESS

Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are not, ever, the only one having difficulty! 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 will 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 and I am happy to connect you with a person or Center if you would like.

TEACHING MODALITY INFORMATION

This course will be a fully in-person class.

COMMUNICATION

The course Canvas site can be found at utexas.instructure.com. Please email me through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

ASKING FOR HELP

I will do my best to be available immediately before and after class. However, I do not have a dedicated workspace at this time. It would be best to arrange a time and place to meet by appointment.

DISABILITY & ACCESS (D&A)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Course Requirements and Grading

REQUIRED MATERIALS

- Douglass, *Autobiographies*, Library of America – ISBN 9780940450790 (includes *Narrative, Bondage and Freedom, Life and Times*) (FDAB)
- Douglass. *Speeches and Writings*, Library of America – ISBN 9781598537222 (FDSW)
- Washington, *Up from Slavery*, Signet Classics – ISBN 9780451531476
- Brotz, ed., *African-American Social and Political Thought: 1850-1920* – ISBN 9781560005636 (SPT)
- Du Bois, *Writings*, Library of America – ISBN 9780940450332 (DW)
- King, *Strength to Love*, Fortress Press – ISBN 9780800697402
- Washington, James M, ed., *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King Jr.* – ISBN 9780060646912 (TH)
- All other readings will be posted on Canvas. Please print the assigned readings and bring them to class. (P)

CLASSROOM EXPECTATIONS

Class attendance: While I will not regularly take attendance, your grade will be informed by your attendance, particularly the participation section. Additionally, our class sessions will be informative for your essays and final exam.

Class participation: Participation will include regular attendance and active discussion in the class. However, I know that not all students feel comfortable doing this. If you talk with me one-on-one about our material regularly, you will still earn full participation points.

Behavior expectations: Students will conduct themselves with civility and courtesy toward the professor and their classmates. Remarks will be made with respect. Students will not disrupt class by arriving late or departing early. At all times during class students will pay attention to the reading under discussion and to the person speaking, and will always bring the assigned reading to class. No electronic devices are permitted in class – no computers, recording devices, tablets, or phones (smart or dumb). Such devices must be entirely removed from the student's desk, turned completely off, and put away; under no circumstances may they be handled or viewed during class. While this is the rule, I will make accommodations for those with a disability and need an electronic device to aid them in class. Please let me know if you fall into this category. [See Section 11-400 of the Institutional Rules in the General Information Catalog for UT policy.]

ASSIGNMENTS

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. Essays (one 4-5 page essay for each core thinker)		15% x 4 = 60%
2. Final Examination		30%
3. Participation		10%

LATE WORK AND MAKING UP MISSED WORK

Late work will be reduced by a letter grade for each day it is late. If you have a valid issue, such as sickness or family emergency, please contact me as soon as possible to receive reasonable accommodation.

GRADE BREAKS

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at

utexas.instructure.com. Check Canvas regularly. **Changes** to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
1	8/22	T	Introduction to Course – How a Man Became a Slave and a Slave Became a Man	<ul style="list-style-type: none"> ○ <i>Narrative of the Life of Frederick Douglass</i>: Ch. I-V FDAB 15-36 	
1	8/24	TH	How a Man Became a Slave and a Slave Became a Man (cont.)	<ul style="list-style-type: none"> ○ <i>Narrative of the Life of Frederick Douglass</i>: Ch. VI-X FDAB 36-84 ○ <i>My Bondage and My Freedom</i>: Ch. VI, XXII FDAB 178-189, 349-363 	
2	8/29	T	Douglass the Garrisonian Abolitionist	<ul style="list-style-type: none"> ○ <i>Bondage and Freedom</i>: Ch. XXII FDAB 364-369 ○ “Country, Conscience and the Anti-Slavery Cause” FDSW 74-83 ○ “What Are the Colored People Doing for Themselves?” (P) ○ “The Constitution and Slavery” FDSW 118-125 ○ <i>Life and Times</i>: Pt. 2 Ch. VIII (stop before part on Harriet Beecher Stowe) FDAB 715-725 	Douglass Essay Prompt Given
2	8/31	TH	Douglass the Political Abolitionist	<ul style="list-style-type: none"> ○ <i>Bondage and Freedom</i>: Ch. XXV FDAB 389-398 ○ “Change of Opinion Announced” (P) ○ “What to the Slave is the Fourth of July?” FDSW 174-178, 188-192 (these sections only) ○ “The American Constitution and the Slave” FDSW 332-352 (Note: This does not 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
				start right at the beginning.)	
3	9/5	T	Douglass on Kansas-Nebraska and <i>Dred Scott</i> – The Rising Influence of the Slave Power	<ul style="list-style-type: none"> ○ <i>Life and Times</i>: Pt. 2 Ch. XI FDAB 773-788 ○ “Slavery, Freedom, and the Kansas-Nebraska Act” FDSW 250-268 ○ “The <i>Dred Scott</i> Decision” FDSW 288-307 ○ “The Inaugural Address” FDSW 372-382 	
3	9/7	TH	Douglass on the Civil War and Emancipation	<ul style="list-style-type: none"> ○ <i>Life and Times</i>: Pt. 2 Ch. XI FDAB 789-810 ○ “What Shall Be Done with the Slaves If Emancipated?” FDSW 413-417 ○ “The Slaveholders’ Rebellion” FDSW 442-461 ○ “Why Should a Colored Man Enlist?” FDSW 520-524 ○ “What the Black Man Wants” FDSW 548-556 ○ “Oration in Memory of Abraham Lincoln” FDSW 605-615 	
4	9/12	T	Douglass on Industrial Education and Civil Rights	<ul style="list-style-type: none"> ○ <i>Life and Times</i>: Pt. 2 Ch. VIII (on Harriet Beecher Stowe, focus on 1853 letter) FDAB 726-733 ○ “Learn Trades or Starve?” FDSW 203-205 ○ “The Industrial College” FDSW 212-215 ○ “The Spirit of Colonization” FDSW 462-468 ○ “Our Composite Nationality” FDSW 564-582 ○ “This Decision Has Humbled the Nation: An Address” 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
				FDSW 658-669	
4	9/14	TH	Douglass's Lessons for Post-Slavery America	<ul style="list-style-type: none"> ○ "Self-Made Men" FDSW 694-724 ○ "Lessons of the Hour" FDSW 725-738 (section condemning lynching, not whole address) ○ Ida B. Wells, "Lynch Law in America" (P) ○ "The Blessings of Liberty and Education" (P) 	Douglass Essay Due
5	9/19	T	Introduction to Booker T. Washington: His Early Life and Core Philosophy	<ul style="list-style-type: none"> ○ <i>Up from Slavery</i>: Ch. II-IV 16-55 ○ "The Educational Outlook in the South" SPT 351-356 	Washington Essay Prompt Given
5	9/21	TH	Introduction to Booker T. Washington (cont.)	<ul style="list-style-type: none"> ○ <i>Up from Slavery</i>: Ch. V, VII-VIII 56-63, 74-92 	
6	9/26	T	Washington Builds an Institution	<ul style="list-style-type: none"> ○ Washington, <i>Up from Slavery</i>: Ch. XIII-XIV 137-165 (focus on Atlanta Exposition Address in Ch. XIV) 	
6	9/28	TH	Washington on Education and Citizenship	<ul style="list-style-type: none"> ○ "Democracy and Education" SPT 362-371 ○ Address Delivered at Hampton Institute: SPT 371-372 ○ An Abraham Lincoln Memorial Address in Philadelphia (P) ○ An Address Before the National Educational Association (P) ○ An Interview on the Hardwick Bill SPT 376-382 ○ "Early Problems of Freedom" SPT 382-396 	
7	10/3	T	Washington on Industrial Training and Economic Value	<ul style="list-style-type: none"> ○ "Progress of the American Negro" SPT 396-401 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
				<ul style="list-style-type: none"> ○ “The Fruits of Industrial Training” SPT 406-417 ○ “The American Negro and His Economic Value” SPT 417-425 ○ An Address on Abraham Lincoln, 1909 (P) ○ “The Intellectuals and the Boston Mob” SPT 425-434 ○ “The Mistakes and the Future of Negro Education” SPT 434-445 ○ Letter to J. R. Barlow (P) ○ “My View of Segregation Laws”: SPT 460-463 	
7	10/5	TH	Introduction to W. E. B. Du Bois – Du Bois v. Washington and the Double Consciousness	<ul style="list-style-type: none"> ○ <i>The Souls of Black Folk</i>, The Forethought-III. “Of Booker T. Washington and Others” DW 359-404 	Washington Essay Due
8	10/10	T	<i>The Souls of Black Folk</i> – “Race-Contact”	<ul style="list-style-type: none"> ○ <i>The Souls of Black Folk</i>, VI “Of the Training of Black Men,” IX “Of the Sons of Master and Man” DW 424-438, 475-492 ○ “Segregation in the North” DW 1239-1248 	Du Bois Essay Prompt Given
8	10/12	TH	<i>Dusk of Dawn</i> – The Development of Education and American Empire	<ul style="list-style-type: none"> ○ <i>Dusk of Dawn</i>, Ch. 3-4 DW 572-624 	
9	10/17	T	<i>Dusk of Dawn</i> – “The Concept of Race” and “The White World”	<ul style="list-style-type: none"> ○ <i>Dusk of Dawn</i>, Ch. 5-6 DW 625-680 	
9	10/19	TH	The Talented Tenth and Principles of the Niagara Movement	<ul style="list-style-type: none"> ○ <i>Dusk of Dawn</i>, Ch. 7 DW 681-725 ○ “The Talented Tenth” DW 842-861 ○ Declaration of Principles of the Niagara Movement SPT 533-537 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
10	10/24	T	Education – Higher Education, Not Simply Industrial Training	<ul style="list-style-type: none"> ○ <i>Dusk of Dawn</i>, Ch. 3 DW 572-589 ○ Resolutions of the Niagara Movement SPT 537-539 ○ “The Evolution of the Race Problem” SPT 539-549 ○ “The Negro in Literature and Art” DW 862-867 ○ “Negro Education” DW 868-878 ○ “The Negro College” DW 1010-1019 	
10	10/26	TH	Du Bois Contra Garvey	<ul style="list-style-type: none"> ○ Garvey, “The True Solution to the Negro Problem SPT 554-555 ○ Garvey, “An Appeal to the Conscience of the Black Race to See Itself” SPT 562-566 ○ Garvey, Aims and Objects of Movement for Solution of Negro Problem” SPT 572-576 ○ Du Bois, “Marcus Garvey” DW 969-979 ○ “The Black Star Line” DW 980-989 ○ “A Lunatic or a Traitor” DW 990-992 	
11	10/31	T	Du Bois’s Later Years	<ul style="list-style-type: none"> ○ “The Propaganda of History” DW 1026-1047 ○ “A Vista of Ninety Fruitful Years,” February 17, 1958 DW 1110-1113 ○ “To an American Born Last Christmas Day” DW 1114-1116 ○ “My Character” DW 1117-1127 	
11	11/2	TH	Introduction to Martin Luther King Jr.	<ul style="list-style-type: none"> ○ King, <i>Strength to Love</i>: Ch. 1-5 	Du Bois Essay Due

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
12	11/7	T	Nonviolent Direct Action	<ul style="list-style-type: none"> ○ “Nonviolence and Racial Justice” TH 5-9 ○ “The Most Durable Power” TH 10-11 ○ “The Power of Nonviolence” TH 12-15 ○ “An Experiment in Love” TH 16-20 ○ “My Trip to the Land of Gandhi” TH 23-30 ○ “The Social Organization of Nonviolence” TH 31-34 ○ “Love, Law, and Civil Disobedience” TH 43-53 ○ “Showdown for Nonviolence” TH 64-72 	King Essay Prompt Given
12	11/9	TH	<i>Why We Can't Wait</i> – One Hundred Years After the Emancipation Proclamation	<ul style="list-style-type: none"> ○ King, <i>Why We Can't Wait</i> TH 518-554 	
13	11/14	T	The Content of King's Dream	<ul style="list-style-type: none"> ○ “Give Us the Ballot—We Will Transform the South” TH 197-200 ○ “If the Negro Wins, Labor Wins” TH 201-207 ○ “The American Dream” TH 208-216 ○ “I Have a Dream” TH 217-220 ○ Nobel Prize Acceptance Speech TH 224-226 ○ “Our God is Marching On!” TH 227-230 ○ “A Time to Break Silence” TH 231-244 ○ A Christmas Sermon on Peace TH 253-278 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
13	11/16	TH	King and Black Power	<ul style="list-style-type: none"> ○ <i>Where Do We Go from Here: Chaos or Community?</i> Ch. II TH 569-597 ○ “I See the Promised Land” TH 279-286 ○ Malcolm X, “The Ballot or the Bullet” (P) ○ Ture and Hamilton, <i>Black Power</i>, Ch. 1-2 excerpts (P) 	
14	11/21	T			NO CLASS – FALL BREAK
14	11/23	TH			NO CLASS – FALL BREAK
15	11/28	T	Contemporary Authors on the Effects of Slavery Today	<ul style="list-style-type: none"> ○ Hannah-Jones, “Our democracy’s founding ideals were false when they were written. Black Americans have fought to make them true.” (P) ○ McWhorter, “We cannot allow ‘1619’ to dumb down America in the name of a crusade” (P) ○ Loury, “The Case for Black Patriotism” (P) ○ Coates, “The Case for Reparations” (P) ○ EXCERPT NEEDED 	King Essay Due
15	11/30	TH	Contemporary Authors Commenting on the Core Thinkers	<ul style="list-style-type: none"> ○ Blight, “How the Right Co-Opt Frederick Douglass” (P) ○ Schaub, “Frederick Douglass and the Instinct for Liberty” (P) ○ Kendi, “Garvey, Du Bois and the Other Color Line” (P) ○ West, “Martin Luther King Jr was a radical. We must not sterilize his legacy” (P) ○ Myers, “Civil Rights, the Civil Rights Act, 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
				<ul style="list-style-type: none"> ○ and Martin Luther King, Jr. (P) ○ Worland, “On 50th Anniversary of Assassination, Malcolm X’s Legacy Continues to Evolve” (P) 	
	12/7- 9, 11				Final Examination: Date & Time TBA

Course Policies and Disclosures

HONOR CODE

The University of Texas at Austin strives to create a dynamic and engaging community of teaching and learning where students feel intellectually challenged; build knowledge and skills; and develop critical thinking, creativity, and intellectual curiosity. As a part of this community, it is important to engage in assignments, exams, and other work for your classes with openness, integrity, and a willingness to make mistakes and learn from them. The UT Austin honor code champions these principles:

I pledge, as a member of the University of Texas community, to do my work honestly, respectfully, and through the intentional pursuit of learning and scholarship.

The honor code affirmation includes three additional principles that elaborate on the core theme:

- I pledge to be honest about what I create and to acknowledge what I use that belongs to others.
- I pledge to value the process of learning in addition to the outcome, while celebrating and learning from mistakes.
- This code encompasses all of the academic and scholarly endeavors of the university community.

The honor code is more than a set of rules, it reflects the values that are foundational to your academic community. By affirming and embracing the honor code, you are both upholding the integrity of your work and contributing to a campus culture of trust and respect.

ACADEMIC INTEGRITY EXPECTATIONS

Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from a written warning, probation, deferred suspension and/or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the [ITS Service Desk](#) or [insert contact information for your local support unit(s) and for course materials, software, hardware, or other technology used in your course].

CONTENT WARNING

Our classroom provides an open space for the critical and orderly exchange of ideas through discussion. Some readings and other content in this course will include topics and comments that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content, and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

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 without explicit, my written permission. Unauthorized sharing of materials may facilitate cheating. The University is 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 initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

ARTIFICIAL INTELLIGENCE

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class:

- ...is strictly prohibited. This includes using AI to generate ideas, outline an approach, answer questions, solve problems, or create original language. All work in this course must be your own or created in group work, where allowed.
- ...shall be permitted on a limited basis. You will be informed as to the assignments for which AI may be utilized. You are also welcome to seek my prior-approval to use AI writing tools on any assignment. In either instance, AI writing tools should be used with caution and proper citation, as the use of AI should be properly attributed. Using AI writing tools without my permission or authorization, or failing to properly cite AI even where permitted, shall constitute a violation of UT Austin's Institutional Rules on academic integrity.
- ...is permitted for students who wish to use them, provided the content generated by AI is properly cited.

If you are considering the use of AI writing tools but are unsure if you are allowed or the extent to which they may be utilized appropriately, please ask.

For more information about AI in education, see the Center for Teaching and Learning's ["5 Things to Know about ChatGPT" webpage](#) that includes [additional suggested syllabi statements](#) for your consideration.]

RELIGIOUS HOLY DAYS

By [UT Austin policy](#), you must notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Important Safety Information

CARRYING OF HANDGUNS ON CAMPUS

Students in this class should be aware of the following university policies related to Texas' Open Carry Law:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

TITLE IX DISCLOSURE

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Emergency Management](#), 512-232-2114:

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must 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.
- For more information, please visit the [Office of Emergency Management](#).

University Resources

For a list of university resources that may be helpful to you as you engage with and navigate your courses and the university, see the [University Resources Students Canvas page](#).

The meaning of grades. These are my standards of judgment:

“A”: Excellent work demonstrating unusually thorough preparation, genuine comprehension and synthesis, insight and even originality. It is remarkably well-written and presented. The grade signifies not simply very good work but exceptionally fine work.

—in a word, **MASTERY**.

“B”: Very good, thorough work. The work demonstrates thorough preparation, a grasp of the subject matter and thorough command of the materials of the course. It may not show any special insight or originality, but it demonstrates clear understanding of the material with answers presented in a clear and logically correct style.

—in a word, **COMPETENCE**.

“C”: The work is acceptable for degree credit. It does not mean “poor” work because we should not award degrees for poor work. The work demonstrates an adequate, though not comprehensive, grasp of the subject matter. Significant information might be overlooked. The work may not display a full appreciation of the meaning or implication of a question. Answers might be too brief to allow sufficient development. An essay might read like a list of facts rather than a well-developed argument. It might appear to be wholly derived from the lecture material, ignoring relevant readings or references to the readings. Though imperfect, the work is, on the whole, of a quality that is acceptable in the sense that the award of the degree for this level of work is warranted.

—in other words, **ACCEPTABLE** or **SATISFACTORY**.

“D”: Work that barely qualifies for academic credit. The student has clearly learned something from the course, but the work is shoddy and shows poor or inconsistent preparation. The general impression is of an examination or essay that is inadequately prepared or understood or poorly presented. A student who performs consistently at this level should not expect to be awarded a college degree.

—in other words, **POOR BUT PASSING**.

“F”: Work that shows little or no preparation or comprehension. Many facts or references are missing or are misunderstood. There is little or no analysis, and the style is poor, confused, or incomprehensible. **IT DOES NOT MEAN THAT NO WORK HAS BEEN DONE, NO CLASSES WERE ATTENDED, NO ESSAYS WERE WRITTEN OR NO LEARNING HAS TAKEN PLACE.** A student can attend classes (or at least some or most of them), do the reading (perhaps inconsistently), and hand in the required work and yet receive an “F” if the product does not reflect some minimal command of the materials of the course.

—in a word, **UNACCEPTABLE**.