



The University of Texas at Austin

American Political Thought

GOV 335M

Spring 2024

CLASS MEETS: Tuesday and Thursday 3:30-5:00 p.m.

BIO 301

Instructor: Dr. Joey Barretta

Office hours: TTH 2:00-3:15 and by appointment

Office: Littlefield Home, 2nd floor

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Course Description

“All speculative politicians will agree that the happiness of society is the end of government, as all divines and moral philosophers will agree that the happiness of the individual is the end of man...The happiness of man, as well as his dignity, consists in virtue....The very definition of a republic is ‘an empire of laws, and not of men.’”

- John Adams, *Thoughts on Government*

“Furthermore, I have met only a very few people—and most of these were not American—who had any real desire to be free. Freedom is hard to bear.”

- James Baldwin, *The Fire Next Time*

UNIVERSITY CATALOG COURSE DESCRIPTION

Intensive examination of selected issues in political thought.

DETAILED COURSE DESCRIPTION

Our aim in this course is to achieve an understanding of American Political Thought. This thematic study traces institutional, political, and social development in American political experience. We draw on a wide range of literature, including treatises, letters, speeches, poetry, songs, and essays. Our course moves thematically as well as chronologically. In this course, we reflect on how Americans live together—and how we might live together well. As we examine theories of rights, means of protest, or the challenges of crafting a constitution, we consider what makes capable, thoughtful citizens. The ultimate purpose of this course is to develop an ethical sensitivity that better enables us to hold ourselves and our leaders to high standards.

Ethical literacy is key to discovering what a human being is as well as how to fulfill the task of being human. A robust ethical literacy is especially important for those who wish to understand, or act within, American politics. A course on American Political Thought depends for its success on its members' willingness to think critically and attend to emotion.



The University of Texas at Austin

Assignments in this course provide opportunities to move from basics of thinking about politics to developing ethical reasoning skills critical to participation in society. The work of addressing serious questions is valuable not least because it is practical: one builds reasoning skills by thinking and writing toward meaningful resolution.

At least half the course deals with cultural experiences, perspectives, and/or practices of marginalized groups in the U.S. The course invites students to excellent engagement with authors of diverse experiences and perspectives, with attention to the continued relevance of these sources.

PRE-REQUISITES FOR THE COURSE

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

LEARNING OUTCOMES

This semester we will:

- Explore the American story, including who founded the American order and why
- Examine the aims, powers, and limits of the American constitutional republic
- Consider the meaning of justice through American Political Thought
- Engage exemplars of ethical leadership
- Develop habits of critical thinking and imaginative reflection
- Learn how to read and reflect on primary sources
- Practice clear, intentional writing in which you develop your voice
- Work to develop an ethical imagination that prepares you to contribute to civic life

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

Kramnick and Lowi, *American Political Thought: A Norton Anthology, 2nd Edition*, Norton, 2019. ISBN 978-0393655902

Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, Dover Thrift, 2016.
ISBN 9780486284996

*** Students should print the selections marked on syllabus with a double asterisk in the Course Packet on Canvas.*

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. Your course grade is based on two four to five page essays (40%), a midterm exam (20%), a final exam (20%), five unannounced quizzes (10%), and attendance (10%). Your final exam will be in PLACE, **TIME, DATE**. Expect penalties for late material.

Essays = 40%	Two 4-5 page essays (20% each)
Midterm Exam = 20%	Date TBA
Final Exam = 20%	10:30 am-12:30 pm, Monday, May 6 (BIO 301)
Unannounced quizzes = 10%	Five short quizzes based on readings and lecture notes (3% each). <u>Entirely unannounced</u> .
Attendance = 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	1/16	T	Introduction to Course – How to Approach Reading Primary Texts	<ul style="list-style-type: none"> ○ Thomas Jefferson, “Declaration of Independence” (1776, pp. 115-118, APT2 / pp. 151-154, APT) 	
1	1/18	TH	NO CLASS		
2	1/23	T	Self and Society in Early Colonial Imagination	<ul style="list-style-type: none"> ○ Mayflower Compact (1620, pp. 62, APT2 / pp. 73, APT) ○ John Winthrop, “A Model of Christian Charity” (1630, pp. 11-16, APT2 / pp. 11-16 APT) ○ Roger Williams, “The Bloody Tenet of Persecution” (1644, pp. 19-21, APT2 / pp. 25-27, APT) ○ William Penn, “Preface to the First Frame of Government for Pennsylvania” (1682, pp. 63-67, APT2 / pp. 80-83, APT) 	
2	1/25	TH	Thinking About Revolution	<ul style="list-style-type: none"> ○ Jonathan Mayhew, “A Discourse Concerning Unlimited Submission and Non-Resistance to the Higher Powers” (1750, pp. 32-41, APT2 / pp. 43-52, APT) ○ Jonathan Boucher, “On Civil Liberty, Passive Obedience, and Non-Resistance” (1774, pp. 82-87, APT2 / pp. 113-118, APT) 	Double asterisk indicates that reading will be made available on Canvas.

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
				<ul style="list-style-type: none"> ○ Phyllis Wheatley, “To the Right Honorable William, Earl of Dartmouth” (1773)** ○ John Adams, “Thoughts on Government” (1776, pp. 88-94, APT2 / pp. 124-130, APT) ○ Abigail Adams, “Letter to John Adams” (1776, pp. 431-432, APT2 / pp. 506-507, APT) ○ Thomas Paine, “Common Sense” (1776, pp. 95-112, APT2 / pp. 131-149, APT) 	
3	1/30	T	The Deficiencies of the Articles of Confederation	<ul style="list-style-type: none"> ○ The Articles of Confederation (1778, pp. 119-126, APT2 / pp. 155-162, APT) ○ Alexander Hamilton, “Letter to James Duane” (1780, pp. 127-134, APT2 / pp. 163-170, APT) 	
3	2/2	TH	The U.S. Constitution	<ul style="list-style-type: none"> ○ The Constitution of the United States (1787, pp. 134-145 / pp. 171-181, APT) ○ John Adams, “A Defence of the Constitutions of Government of the United States of America” (1787, pp. 145-155, APT2 / 181-191, APT) ○ Richard Henry Lee, “Letters from the Federal Farmer” (1787, pp. 214-222, APT2 / pp. 248-256, APT) 	
4	2/6	T	Federalists v. Antifederalists	<ul style="list-style-type: none"> ○ <i>The Federalist</i>, No. 1 (pp. 156-159, APT2 / pp. 191-195, APT) ○ <i>The Federalist</i>, No. 9 (pp. 159-163, APT2 / pp. 195-199, APT) 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
				<ul style="list-style-type: none"> ○ <i>The Federalist</i>, No. 10 (pp. 164-170, APT2 / pp. 199-205) ○ <i>The Federalist</i>, No. 51 (pp. 184-188, APT2 / pp. 219-223, APT) 	
4	2/8	TH	Manifest Destiny	<ul style="list-style-type: none"> ○ George Washington, “Farewell Address” (1796, pp. pp. 319-323, APT) ○ Thomas Jefferson, “Second Inaugural Address” (1805, pp. 356-358, APT) ○ Andrew Jackson, “State of the Union” (1830)** ○ Chief Joseph, “An Indian’s View of Indian Affairs” (1879, pp. 928-940, APT) 	
5	2/13	T	Slavery and the American Story	<ul style="list-style-type: none"> ○ David Walker, “Appeal...to the Colored Citizens of the World” (1829, pp. 495-502, APT2 / pp. 581-588, APT) ○ George Fitzhugh, <i>Cannibals All! or, Slaves Without Masters</i> (1857, pp. 624-643 / pp. 636-643, APT) ○ Roger Taney, <i>Dred Scott v. Sandford</i> (1857, pp. 556-559, APT2 / pp. 644-647, APT) 	
5	2/15	TH	Slavery and the American Story (cont.)	<ul style="list-style-type: none"> ○ Frederick Douglass, <i>Narrative of the Life of Frederick Douglass</i> (1845) 	
6	2/20	T	Slavery and the American Story (cont.)	<ul style="list-style-type: none"> ○ Angelina Grimke, “Appeal to the Christian Women of the South” (1836, pp. 489-494 / pp. 572-577, APT) ○ Frederick Douglass, “What to the Slave is the Fourth of July?” (1852, pp. 506-510, APT2 / 594-598, APT) 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
				<ul style="list-style-type: none"> ○ Abraham Lincoln, Speech at Peoria, Illinois (1854, pp. 561-566, APT2 / pp. 649-654, APT) 	
6	2/22	TH	Southern Arguments for Secession	<ul style="list-style-type: none"> ○ John C. Calhoun, "A Disquisition on Government" (1848, pp. 519-535, APT2 / pp. 607-623, APT) ○ Mississippi Declaration of Secession (1861)** ○ Jefferson Davis, Farewell Address (1861)** ○ Alexander Stephens, "Cornerstone" Speech** 	
7	2/27	T	Lincoln's Conception of the Union	<ul style="list-style-type: none"> ○ Abraham Lincoln, First Inaugural Address (1861, pp. 668-679, APT2 / 668-676, APT) ○ Abraham Lincoln, Gettysburg Address (1863, pp. 594, APT2 / pp. 683, APT) ○ Abraham Lincoln, Second Inaugural Address (1865, pp. 595-596, APT2 / pp. 684-685, APT) 	
7	2/29	TH	Women's Equality	<ul style="list-style-type: none"> ○ Elizabeth Cady Stanton, The Seneca Falls Declaration of Sentiments and Resolutions (1848, pp. 446-450, APT2 / pp. 529-533, APT) ○ Elizabeth Cady Stanton, Address to the New York State Legislature (1860, pp. 450-452, APT2 / pp. 533-535, APT) ○ Orestes Brownson, "The Woman Question" (1869, APT2, 749-755 / pp. 854-860, APT) ○ Susan B. Anthony, Speech About Her 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
				<ul style="list-style-type: none"> Indictment (1873, pp. 764-766, APT2 / pp. 869-871, APT) Charlotte Perkins Gilman, "Women and Economics" (1898, pp. 766-771, APT2 / pp. 872-877, APT) Jane Addams, "Filial Relations" (1902)** 	
8	3/5	T	Capitalism, Social Darwinism, and Socialism	<ul style="list-style-type: none"> William Graham Sumner, "The Challenge of Facts" (1895, pp. 629-632, APT2 / 724-727, APT) Andrew Carnegie, "The Gospel of Wealth" (1889, pp. 632-639, APT2 / pp. 730-737, APT) Henry Demarest Lloyd, "Wealth Against Commonwealth" (1894, pp. 663-671, APT2 / pp. 764-773, APT) 	
8	3/7	TH	Progressivism	<ul style="list-style-type: none"> Theodore Roosevelt. "Who is a Progressive?"** Woodrow Wilson, "What is Progress?"** Herbert Croly, <i>The Promise of American Life</i> [selection] (1909, pp. 949-971, APT2 / pp. 1065-1086, APT) Theodore Roosevelt, "New Nationalism" (1910, pp. 971-979, APT2 / pp. 1086-1095, APT) 	
9	3/12	T	No Class – Spring Break		
9	3/14	TH	No Class – Spring Break		
10	3/19	T	Progressivism (cont.)	<ul style="list-style-type: none"> Woodrow T. Wilson, "The New Freedom" (1913, pp. 984-995, APT2 / pp. 1102-1113, APT) Upton Sinclair, <i>The Jungle</i> [selection] 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
				<ul style="list-style-type: none"> (1906, 895-902, APT2 / pp. 993-1000, APT) ○ Monsignor John Ryan, "A Living Wage" (1906, pp. 903-904 / pp. 1001-1002, APT) ○ Jane Addams, "The Spirit of Youth and the City Streets" (1909, pp. 904-909, APT2 / 1002-1007, APT) ○ Walter Rauschenbusch, "Christianity and the Social Crisis" (1909, pp. 909-915, APT2 / pp. 1007-1012, APT) 	
10	3/21	TH	The New Deal and the Second Bill of Rights	<ul style="list-style-type: none"> ○ Franklin D. Roosevelt, Speech at Oglethorpe University (1932, pp. 1040-1045, APT2 / pp. 1164-1170, APT) ○ Franklin D. Roosevelt, Commonwealth Club Speech (1932, pp. 1045-1054, APT2 / pp. 1170-1179, APT) ○ Franklin D. Roosevelt, A Second Bill of Rights (1944, pp. 1058-1059, APT2 / pp. 1190-1191, APT) 	
11	3/26	T	The Great Society and the War on Poverty	<ul style="list-style-type: none"> ○ L. Johnson, Remarks at the University of Michigan (1964)** ○ L. Johnson, Commencement Address at Howard University (1965)** ○ L. Johnson, Special Message Proposing a War on Poverty (1964)** ○ L. Johnson, Nomination Acceptance Speech (1964)** 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
11	3/28	TH	Civil Rights: Nineteenth Century	<ul style="list-style-type: none"> ○ Reconstruction Amendments (13th, 14th, 15th Amendments) (pp. 817-819, APT2 / pp. 926-928) ○ Civil Rights Act of 1866** ○ Booker T. Washington, “Atlanta Exposition Address” (1895, pp. 852-856, APT2 / pp. 946-950, APT) ○ Brown & Harlan, <i>Plessy v. Ferguson</i> (1896, pp. 847-852, APT2 / pp. 942-946, APT) 	
12	4/2	T	Civil Rights: Twentieth Century	<ul style="list-style-type: none"> ○ W. E. B. Du Bois, <i>The Souls of Black Folk</i> [ch. 1 and ch. 3 excerpts] (1903, pp. 856-869, APT2 / pp. 950-963, APT) ○ Marcus Garvey, “The True Solution of the Negro Problem” (1922, pp. 875-882, APT2 / pp. 974-980, APT) ○ Hiram W. Evans, “The Klan’s Fight for Americanism” (1926, pp. 882-886, APT2 / pp. 980-985, APT) ○ <i>Brown v. Board of Education</i> [majority opinion] (1954)** 	
12	4/4	TH	King, X, and Black Power	<ul style="list-style-type: none"> ○ King, “Letter from Birmingham Jail” (1963, pp. 1137-1145, APT2 or pp. 1308-1317, APT) ○ Martin Luther King, Jr., “I Have a Dream” (pp. 1317-1321, APT)** ○ Malcolm X, “The Ballot or the Bullet” (1964, pp. 1147-1153, 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
				<ul style="list-style-type: none"> APT2 / pp. 1322-1328, APT) ○ Stokely Carmichael, "Toward Black Liberation" (1966, pp. 1153-1158, APT2 / pp. 1339-1343, APT) 	
13	4/9	T	Activism in the 1960s	<ul style="list-style-type: none"> ○ C. Wright Mills, "Letter to the New Left" (1960, pp. 1115-1119, APT2 / pp. 1273-1277, APT) ○ Student Nonviolent Coordinating Committee, "Statement of Purpose" (1960, pp. 1146, APT2 / pp. 1321-1322, APT) ○ Betty Friedan, <i>The Feminine Mystique</i> [selection] (1963, pp. 1158-1163, APT2, pp. 1344-1349, APT) ○ National Organization of Women, "Bill of Rights" (1967, pp. 1164, APT2, pp. 1350-1351, APT) ○ National Organization of Women, "Redstockings Manifesto" (1969, pp. 1165-1168, APT2, pp. 1351-1353, APT) 	
13	4/11	TH	Liberalism in Tension	<ul style="list-style-type: none"> ○ Learned Hand, "A Plea for Freedom of Dissent" (1955, 1088-1092, APT2 / pp. 1236-1239, APT) ○ Dwight D. Eisenhower, Farewell Address (1961, APT2, 1109-1114) ○ Students for a Democratic Society, The Port Huron Statement (1962, 1121-1133, APT2) 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
14	4/16	T	Progressive and Conservative Interpretations of America	<ul style="list-style-type: none"> ○ Barry Goldwater, “The Conscience of a Conservative,” (1960, pp. 1101-1109, APT2 / pp. 1256-1263, APT) ○ Ronald Reagan, First Inaugural Address (1981, pp. 1258-1263, APT2)** ○ Thurgood Marshall, “The Constitution’s Bicentennial: Commemorating the Wrong Document?” (1987, pp. 1271-1275, APT2, pp. 1433-1438, APT) 	
14	4/18	TH	The Conservative Critique of Liberalism	<ul style="list-style-type: none"> ○ Allan Bloom. <i>The Closing of the American Mind</i>. (1987, pp. 1276-1287, APT2, pp. 1438-1449, APT) ○ Russell Kirk, “Ten Conservative Principles.” (1993, pp. 1330-1337, APT2)** ○ Patrick Deneen, “Unsustainable Liberalism” (2012)** 	
15	4/23	T	Critical Race Theory and Intersectionality	<ul style="list-style-type: none"> ○ Kimberle Crenshaw, “Mapping the Margins,” (1991, pp. 1302-1318, APT2)** ○ Barack Obama, Speech on Race, (2008, pp. 1387-1397, APT2)** ○ Ta-Nehisi Coates, “The Case for Reparations,” (2014, pp. 1424-1457, APT2)** 	
15	4/25	TH	America First and the Soul of America	<ul style="list-style-type: none"> ○ Donald J. Trump, Inaugural Address (2016, pp. 1514-1518, APT2)** ○ Donald J. Trump, State of the Union Address (2020)** ○ Joseph R. Biden, Jr., Inaugural Address (2021)** 	

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
				<ul style="list-style-type: none"> ○ Joseph R. Biden, Jr., State of the Union Address, (2022)** 	
16	4/29		Conclusion	No new readings. If we fall behind, this will give us some flexibility.	
	5/6		<i>Final Examination</i>		10:30 am-12:30 pm, Monday, May 6 (BIO 301)

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](#).

Office Hours. Come to discuss questions about the course, your studies, and your learning experience. Email to arrange a visit during community time.

University Writing Center. For tutoring in writing, schedule an appointment at:

<https://uwc.utexas.edu/services/writing-appointments/>. The writing service offers help to writers of all levels.

Students with Disabilities. If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case of emergency, please let me know as soon as possible. I look forward to working with you.

A note on taking notes. Central to our work in this course is learning how to read and write. This work requires us to develop the skill of note-taking, which is key to understanding. Different people find different

note-taking styles effective. Find tips on note-taking here (<https://www.cc-seas.columbia.edu/node/31875>) and here (<https://www.oxbridgeessays.com/blog/master-lecture-notes-tips-really-work/>).

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**.



The University of Texas at Austin

“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.