

I320J: Applied Social Justice Research

27454

Spring 2024

CLASS MEETS: Tuesdays and Thursdays, 11:00a – 12:30p, in Sanchez (SZB) Room 3.814, 1901 Speedway Avenue, Austin

Instructor: Sarojani Mohammed, Ph.D. (Please call me **Dr. Saro** if you are comfortable. **Dr. Mohammed** is also acceptable).

Pronouns: she/her/s

Office: Virtual via [Zoom](#)

Office hours: by appointment set up via email or [this link](#)

Email: via [Canvas](#)

LAND ACKNOWLEDGMENT

I would like to acknowledge that we are meeting on the unceded Indigenous lands of Turtle Island, the ancestral name for what now is called North America.

Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

Course Description

This is a flipped, project-based learning course in which you (students) will apply a combination of research and evaluation methods (scientific, sociological, historical, computational) to identify and design a study to explore a research question of community interest and impact. You will first learn about applied research and evaluation from a team of faculty and community-based nonprofit leaders, then work in small groups to apply your knowledge. Throughout the course, you will consider the ways in which your prior and current knowledge about research approaches, worldviews, methods, and applications work to advance or inhibit the wisdom and expertise of communities and their lived experiences. You will grapple with design choices that can either facilitate or restrict community voice and choice in the use and impact of their own data. You will reflect on your own experiences and perspectives to understand the role those play in your work as a professional; all in an aim to gain a deeper and more nuanced understanding of the impacts that bringing people, data, and technology together can have in the real world.

PRE-REQUISITES FOR THE COURSE

Credit for Informatics 310J (concurrent registration will be considered on a case-by-case basis).

This topic also requires prior credit in I305 Research Methods for Informatics or equivalent course substitute.

LEARNING OUTCOMES

By the end of this course you (students) will:

1. gain practical experience in designing community-engaged research studies, using qualitative, quantitative, and mixed methods techniques/frameworks.
2. apply concepts of research and data ethics, equity, justice, anti-bias, and privacy to research and work.
3. gain experience in research study design, the research lifecycle, team management, collaboration, and presentation.
4. understand the sources, utility, and limitations of study data.
5. become aware of opportunities, skills, and training relevant to pursuing careers in research.

LEARNING COMPETENCIES

In this course I hope your learning is reflected through demonstrated mastery of the following competencies, around the topics of “research ethics,” “community-engagement,” “data,” “evidence,” “bias,” “research design,” and “impact”:

1. Knowledge: you learn a new idea, fact, or other content about any of the topics above
2. Self-Reflection: you recognize how your own lived experience relates to any of the topics above
3. Sentiment: you acknowledge your own feelings towards any of the topics above
4. Perspective: you better understand, or change, your own thinking about any of the topics above
5. Value: you appreciate, or change, your own beliefs about any of the topics above
6. Action: you realize, or change, your own behavior regarding any of the topics above

You will have the opportunity to add to these competencies if your learning goals include something other than these. We will discuss this together on the first class day.

How Will You Learn?

This course will meet for 90 minutes on Tuesdays and Thursdays. Each week, there will be activities that focus on building an understanding of the course topics through assigned materials, small group discussions, and occasional lecture/presentations. We will also engage in activities that enable learning through your project, these activities will prioritize working and reflecting on project components in a hands-on setting.

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.

STATEMENT OF FLEXIBILITY

In acknowledgment of COVID-19 and its impact on the University of Texas at Austin community, this course will reaffirm one of the core values here at UT Austin: responsibility. Our responsibility to ourselves and each other is to put our humanity at the forefront of our academic pursuits. Therefore, this semester I commit to being adaptable to your needs, which is already reflected in the approach to activities and grading detailed below. If you experience any hardships such as illness, accident, family crisis please know that any of our class approaches may be amended and therefore you should communicate with me as soon as you feel comfortable doing so. If for any reason you do not feel comfortable discussing with me, please visit Student Emergency Services ([see section on pg. 16 below](#)). For additional campus resources, please visit protect.utexas.edu.

COMMUNICATION

The course Canvas site can be found at utexas.instructure.com. Please email or message me through Canvas, I will likewise always communicate with you through Canvas messages and/or announcements. 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

You may ask me questions in person after class, during a virtual office hours appointment, or via email/Canvas message at any time. You can expect an email response within 4 business or "school" days, not including weekends or holidays – so this is not the best method for urgent questions.

DIVERSITY, EQUITY AND INCLUSION

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns. If you prefer to remain anonymous in providing feedback or asking questions, you can instead reach out to Assistant Dean for Diversity, Equity, and Inclusion Edgar Gomez-Cruz (edgar.gomezcruz@ischool.utexas.edu); Assistant Dean for Education and Student Affairs Carla Criner (criner@ischool.utexas.edu); Associate Dean for Education Soo Young Rieh (rieh@ischool.utexas.edu); or Director of Undergraduate Studies Ken Fleischmann (kfleisch@ischool.utexas.edu). Any of them would be happy to speak with you and follow up with me without identifying you.

SERVICES FOR STUDENTS WITH DISABILITIES

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 Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, 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

All required documents, texts, and assignments for this course are listed and available on Canvas. There is no required textbook for this course.

CLASSROOM EXPECTATIONS

Creating and maintaining a learning environment that accommodates and includes a diverse range of learners and experiences is an important shared responsibility. Our class relies upon having open and supportive dialog. As such, in this class – both in the physical and virtual learning environments - there is a zero-tolerance policy toward any kind of personal attacks, discrimination, or hate speech. Please accept the shared responsibility of creating an environment that is open and welcoming to everyone, and in which everyone is respected and appreciated. We will co-develop a series of class norms for conversations during the first week, and revisit these throughout the semester.

Learning edges Please remain open to receiving and analyzing a wide variety of texts, which may include portrayals of race, violence, questions of gender identity, sexuality in its many expressions, racism, and ‘other’ complex, nuanced subjects. The topics and images may make you feel uncomfortable at times, but this is an opportunity for you to assess why they make you feel this way. They will likely cause you to question certain ideas and social mores. Keep the idea of learning edges in mind as you view and process each text:

“Learning edges. We call the edge of our comfort zone the learning edge. When we are on the learning edge, we are most open to expanding our knowledge and understanding—as well as expanding our comfort zone itself. Being on this edge means that we may feel annoyed, angry, surprised, confused, defensive, or in some other way uncomfortable. These reactions are a natural part of the process of expanding our comfort zones, and when we recognize them as such, we can use them as part of the learning process—signaling to us that we are at the learning edge, ready to expand our knowledge and understanding. The challenge is to recognize when we are on a learning edge and then to stay there with the discomfort we are experiencing to see what we can learn.”

—The Program on Intergroup Relations, University of Michigan, 2008.

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

In this class, here are the shared expectations of everyone (including me, the instructor):

- Active engagement with the course content – being present and actively involved in the instruction (me) and learning (you) happening in our virtual and physical classroom
- Proactive communication – responses to emails/messages within 4 “school” days (weekends count as 1 day), feedback on assignments within 2 weeks of due dates (me), requests to excuse attendance and/or extend deadlines as soon as possible (you)
- Co-designing the learning environment – shared responsibility (me and you) for shaping the course, including the material we cover, topics we discuss, and determining mastery learning
- Doing the work - completing all of the required preparation (me) and assignments (you), with the option of considering a switch to contract grading if there is a pattern of assignments not being submitted

GRADING

This semester, we will be experimenting with grading in an effort to shift any unnecessary, negative focus on grades to a focus on supporting your learning.

There will be two types of assignments:

1. **Credit-only Assignments** All assignments are Complete/Incomplete. The hope here is that this will reduce the presumed risk of losing points and enable you to take risks, dedicate yourselves to more interesting topics, and worry less. You will still receive feedback from me and your peers. There will also be multiple opportunities for you to reflect, as a team, and as individuals, on what we're doing in class and how it impacts how you are learning.
2. **Reflection Assignments** You have one overall written and discussion reflection due at the end of the semester. The written assignment (see Canvas) will be a longer reflection on your learning over the semester. This is where you convey what you learned for the semester, and you will assign yourself a grade (details below). Essentially, based on your learning, you will give yourself a mark on the 4.0 mastery-based grade scale. You will also be required to schedule a 20-minute meeting with me during finals week to discuss this grade. We will have a brief conversation about the class and come to an agreement on your final grade collectively.

Here are some rules that we will follow:

1. Getting a 4.0 requires:
 - a. Completing and turning in every project milestone deliverable, at least 10 learning reflections, and at least 10 reading responses
 - b. Providing evidence of learning on at least 1 of the 6 learning competencies (detailed above), and identifying at least 1 other in which there is more opportunity for you to learn
 - c. Describing at least 1 thing you learned that was not pre-specified in the course learning outcomes
 - d. Explaining what you are proud of, and any lingering questions you have about these concepts.
2. I reserve the right to mark submitted work as not completed if it does not follow directions, shows a lack of understanding of subject matter, is unclear or poorly organized, contains few or irrelevant details etc.
3. Late assignments will be marked as not completed unless the student has made prior arrangements with the instructor.
4. If I see a pattern of you not turning in assignments, I will reach out to you, so that we can switch to contract grading (more on this during the first week).

This grading approach is intended to emphasize your learning. It will be helpful to review and reflect on our learning objectives as well as our learning competencies occasionally as these are relevant to your grade – and you have the opportunity to do so in your weekly reading reflections. It can also be helpful to think about what contributes to learning. For example, participation plays a very important role, as does aspiring to do high-quality, well-written work. You can read more about the rationale behind this grading approach [here](#).

MASTERY-BASED GRADING SCALE

4.0 demonstrated mastery: met or exceeded learning objectives and competencies

3.0 approaching mastery: met most, but not all, of the learning objectives and competencies

2.0 novice mastery: met some, but not most, of the learning objectives and competencies

1.0 emerging mastery: met few of the learning objectives and competencies

0.0 not yet mastered: did not meet any of the learning objectives and competencies

LEARNING ACTIVITIES

Materials

This class will work on a flipped model. You will be responsible for engaging with materials and completing assignments before each class session that will be the topic of discussion for that class. Class sessions themselves will include speakers, the occasional lecture, and much discussion and collaborative work. **You are expected to put time aside before each class to engage with course materials, thoroughly enough to have a good sense of the main arguments in each. To help you prioritize, an estimated number of minutes it will take you to get through each resource is included in the course schedule below.**

Please note that I may assign some additional materials throughout the course, I have indicated this with “TBA” in the places I already know this will happen.

Reading Responses

During at least one class session each week, we will discuss the materials that were assigned for that week. Prior to each class (by 9:00a that day), you will have to:

- Think about what came up for you in terms of what you found interesting, hard, provocative, stressful etc. Anything that you think would generate conversation in the group is fair game.
- Go to the shared document for the session (a google slide-deck linked in the Canvas module for that week). Claim one slide and use it as a canvas – populate it with words or images that will help the group think about the reading from your perspective. This could be your perspective on what is important in the reading, how you engaged with the reading, something concrete that you think we should investigate or some thoughts you’d like to share about yourself that are brought to your mind based on the read. We will leverage these slides in our class discussions.

All course readings will be available on the course Canvas site. Please make sure to complete all readings before coming to class each week. You will need to do independent research to locate additional readings for your final projects.

Learning Reflections

At the end of each week throughout the semester, with the aim of promoting deep reflection, you will post a learning reflection to Canvas **by 11:00a the following Monday**, reflecting on your learning experiences (e.g., connections you made, surprising insights, questions that came up for you, disagreements you had, etc) related to the course materials and/or class discussions from that week. These reflections are intended to help you step outside your own experiences, make sense of them and inform future learning. These entries may take any form and use any medium, and should be “tagged” with any of the course competencies you feel the entry signifies you have experienced learning in (more of this before the first one is due). There is no need to develop a formal argument. Stream-of-consciousness, informal prose, a list of questions, and bullet-points; in the form of writing, audio files, videos, photos, illustrations, comics, selfies, or any other sensory medium are all appropriate. Try to avoid “the pressure to be profound”; a learning reflection should be simple and honest. I will be the only person who sees your learning reflections, they will not be shared with your peers.

The last learning reflection for the semester will be a longer “final” reflection on your learning over the whole semester. This is where you convey what you learned for the semester, you will identify which learning competencies you developed the most and least mastery of, and you will assign yourself a mastery-grade (described above). Essentially, based on your learning, you will give yourself a mark on the 4.0 grade scale. You will also be required to schedule a 20-minute meeting with me during finals week to discuss this grade (see below). We will have a brief conversation about the class and come to an agreement on your final grade collectively.

Research Design Project

Throughout the semester, you will work in groups to design an applied research study. Your project work will include submitting an initial proposal, completing project milestones, and a final group presentation. An overview of the key milestones is included below.

1. Brainstorm: topics/sectors of interest; contexts; communities
2. Form project teams based on shared interests, availability to work together etc.
3. Project Proposal (commit to one issue): Sketch out your project in the following terms: What is the broad research issue, what skills will you practice/demonstrate as you design your study, what will you deliver or create for your final presentation, what will count as success (i.e., how should we grade), why is this project interesting to you, and what will be challenging.
4. Final Presentations: Share your study design, including how you could:
 - a. engage participant co-designers from your community of interest,
 - b. co-determine which data to collect and how,
 - c. co-analyze the data to surface learnings, and
 - d. share what you have learned

Dialog with Instructor

I will meet with each member of the class **at least two times** during the semester. The first meeting (30 minutes long) will take place during the first two weeks of the course. This meeting is meant to allow us to get to know one another as humans playing the roles of instructor and student. I am eager to hear what you're hoping to accomplish at UT, what you're hoping to do afterwards, and also to answer any questions you might have--about the course, about me, or about anything else. The second meeting (20 minutes) will take place during finals week, to discuss your learning over the entire semester by reflecting on the course materials, in class lectures and discussions, and your design project experience, along with your suggestions for improving the course in the future. I will also ask you for input as we determine your final grade. This second conversation will be supported by what you write in your final learning reflection.

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 Canvas announcement/message. 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	Introductions and Class Logistics	1. Syllabus 2. Chapter 1: The Selection of a Research Approach from Creswell, J. W., & Creswell, J. D. (2017). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> . Sage publications. 3. “We’re already doing this work”: ethical research with community-based organizations https://bmcmedresmethodol.biomedcentral.com/articles/10.1186/s12874-022-01713-7	
1.	1/18	H	Nonprofits/Community-building Organizations and Informatics		
	1/22	M			

2.	1/23	T	Power in Social Programs, Research, and Evaluation	4. The Spectrum of Community Engagement to Ownership https://movementstrategy.org/wp-content/uploads/2021/08/The-Spectrum-of-Community-Engagement-to-Ownership.pdf	
2.	1/25	H	Data Practices and Privacy/Data Equity (activity)	5. How To Use Data Like You Care: A Conversation With Heather Krause https://www.forbes.com/sites/aparnarae/2023/08/25/how-to-use-data-like-you-care-a-conversation-with-heather-krause/?sh=7fa9570573d6 6. The Data Equity Framework https://weallcount.com/the-data-process/	
	1/26	F			1 st Dialog with Instructor DUE
	1/29	M			Learning Reflection #1
3.	1/30	T	Diversity in Research: History, Problems, Solutions	7. Maintenance Phase Podcast: The Body Mass Index https://maintenancephase.buzzsprout.com/1411126/8963468	
3.	2/1	H	Just Research Design Principles & Equitable Approaches to Research/Evaluation (activity)	8. Maintenance Phase Podcast: Is Being Fat Bad For You? https://maintenancephase.buzzsprout.com/1411126/9551555 9. Flegal, K. M. (2021). The obesity wars and the education of a researcher: A personal account. <i>Progress in Cardiovascular Diseases</i> , 67, 75-79. https://www.sciencedirect.com/science/article/pii/S0033062021000670 10. Equitable Evaluation Framework May 2023 Expansion https://www.equitableeval.org/files/ugd/21786c_aab47695bod2476d8de5d32f19bd6df9.pdf	

				<p>11. Design Justice Principles https://designjustice.org/read-the-principles</p> <p>12. Mertens, D. M. (2012). Transformative mixed methods: Addressing inequities. <i>American Behavioral Scientist</i>, 56(6), 802-813. https://journals.sagepub.com/doi/full/10.1177/0002764211433797</p>	
	2/5	M			Learning Reflection #2
4.	2/6	T	Critical Approaches to Research (potential guest lecture)	<p>13. David Gillborn, Paul Warmington & Sean Demack (2018) QuantCrit: education, policy, 'Big Data' and principles for a critical race theory of statistics, <i>Race Ethnicity and Education</i>, 21:2, 158-179, DOI: 10.1080/13613324.2017.1377417</p> <p>14. Subini Ancy Annamma, David Connor & Beth Ferri (2013) Dis/ability critical race studies (DisCrit): theorizing at the intersections of race and dis/ability, <i>Race Ethnicity and Education</i>, 16:1, 1-31, DOI: 10.1080/13613324.2012.730511</p>	
4.	2/8	H	Program Evaluation and Research: Logic Modelling (activity)		
	2/12	M			Learning Reflection #3
5.	2/13	T	The MEASURE CARE Model I (potential guest lecture/activity)	<p>15. Chapter: 4 Community Power: Approaches and Models, The MEASURE CARE Model from National Academies of Sciences, Engineering, and Medicine. 2022. <i>Community Power in Population Health Improvement: Proceedings of a Workshop</i>. Washington, DC: The National Academies Press. https://doi.org/10.17226/26306</p>	
5.	2/15	H	The MEASURE CARE Model II (potential guest lecture/activity)		
	2/19	M			Learning Reflection #4

6.	2/20	T	Community-Based Participatory Research (potential guest lecture)	<p>16. TBA</p> <p>17. Principle #5: Unicorns, Janitors, Ninjas, Wizards, and Rock Stars from D'Ignazio, C., & Klein, L. (2020). 5. Unicorns, Janitors, Ninjas, Wizards, and Rock Stars. In <i>Data Feminism</i>. Retrieved from https://data-feminism.mitpress.mit.edu/pub/2wu7aft8</p> <p>18. Most significant change https://www.betterevaluation.org/methods-approaches/approaches/most-significant-change</p>	<i>Finalize project teams</i>
6.	2/22	H	Most Significant Change Framework (activity)		
	2/26	M			Learning Reflection #5
7.	2/27	T	Data Visualization & Presentation	<p>19. Holder, E., & Xiong, C. (2022). Dispersion vs Disparity: Hiding Variability Can Encourage Stereotyping When Visualizing Social Outcomes. <i>IEEE Transactions on Visualization and Computer Graphics</i>, 29(1), 624-634. https://ieeexplore.ieee.org/document/9913065</p> <p>20. Designing data visualisations with empathy "While data may seem cut and dry, people are not" https://datajournalism.com/read/longreads/data-visualisations-with-empathy</p> <p>21. Justice Factory: Data Visualizations For Empathy https://medium.com/processing-foundation/justice-factory-data-visualizations-for-empathy-93a7f2244632</p> <p>22. The We All Count Methodology Matrix https://weallcount.com/methodology-matrix/</p>	
7.	2/29	H	Project Work (Proposals activity)		
	3/4	M			Learning Reflection #6

8.	3/5	T	Presentation/Storytelling (potential guest lecture)	<p>23. TBA</p> <p>24. Principle #3. On Rational, Scientific, Objective Viewpoints from Mythical, Imaginary, Impossible Standpoints from D’Ignazio, C., & Klein, L. (2020). 5. Unicorns, Janitors, Ninjas, Wizards, and Rock Stars. In <i>Data Feminism</i>. Retrieved from https://data-feminism.mitpress.mit.edu/pub/5evfe9yd</p> <p>25. Drivers Contributing to the Decline of the Black Population in Austin, Texas: A Lived-Experience Data Black Paper https://www.aaliaustin.org/measure-report-black-paper</p>	
8.	3/7	H	Project Work (Proposals)		
3/11 – 3/15: Spring Break (No assignments, no classes)					
	3/18	M			Proposals DUE
9.	3/19	T	NonProfit Case Study #1 (guest lecture)	<p>26. Foundation Communities Historical Timeline https://wemeasure.org/foundation-communities-historical-timeline/</p> <p>27. We Can Now Historical Timeline</p>	
9.	3/21	H	Project Work		
	3/25	M			Learning Reflection #7
10.	3/26	T	NonProfit Case Study #2 (guest lecture)	28. RISE 2022 Evaluation Report	
10.	3/28	H	Project Work		
	4/1	M			Learning Reflection #8
11.	4/2	T	NonProfit Case Study #3 (guest lecture)	29. YouthRise 2023 Vision Report https://youthrisetx.org/vision-report/	
11.	4/4	H	Project Work		
	4/8	M			Learning

					Reflection #9
12.	4/9	T	NonProfit Case Study #4 (guest lecture)	30. CJC LGBTQIA+ Most Significant Change publication	
12.	4/11	H	Project Work		
	4/15	M			Learning Reflection #10
13.	4/16	T	Project Work	31. Building Utopia Futuring Guidebook	
13.	4/18	H	Final Presentation Practice		
	4/22	M			Learning Reflection #11
14.	TBD (4/23 – 27)		Final Presentations Community Event		
	4/29	M			Final reflections DUE
	5/6	F			2 nd Dialog with Instructor DUE

Course Policies and Disclosures

ACADEMIC INTEGRITY EXPECTATIONS

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Plagiarism Plagiarism simply will not be tolerated in class. Using someone else’s work (including text generated by machines) in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else’s work, buying a paper and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source, are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized. If you are found to have plagiarized an assignment, you will automatically receive a 0 or incomplete, no questions asked. You will not be able to redo the assignment to recoup the credit.

Learning to cite sources appropriately is an important part of becoming a professional. When you are unsure about citation, you are encouraged to ask me, your instructor, (who is knowledgeable in the discipline) what is appropriate in the context of your assignment. Consultants at The University Writing Center can also help you determine whether you are citing sources correctly—and they have helpful guides online for using direct quotations and paraphrasing. Reviewing those skills will help you feel confident that you are handling sources professionally in your writing.

You can read the University’s definition of plagiarism and other forms of academic dishonesty in Sec. 11–402 of the Student Conduct Code. For more information, visit the Dean of Students’ site.

TurnItIn All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student’s original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.

CONFIDENTIALITY OF CLASS RECORDINGS

Class recordings will only be made when appropriate in cases that Zoom is used for class, and potentially for final presentations. These recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the [ITS Service Desk](#) or help@ischool.utexas.edu.

CONTENT WARNING

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics 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.

BASIC NEEDS SECURITY

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the [UT Outpost](#), which is a free on-campus food pantry and career closet. Furthermore, if you are comfortable notifying me, please do so, as I may have additional resources I can share.

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, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

RELIGIOUS HOLY DAYS

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. 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.

NAMES AND PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do so [here](#). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit [this site](#). More resources available on the Gender and Sexuality Center's website, www.utgsc.org.

University Resources for Students

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.

COUNSELING AND MENTAL HEALTH CENTER (CMHC)

I urge students who are struggling for any reason and who believe that it might impact their performance in the course to reach out to me if they feel comfortable. This will allow me to provide any resources or accommodations that I can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-2983. Outside CMHC business hours (8a.m.-5p.m., Monday-Friday), contact the CMHC 24/7 Crisis Line at 512-471-2255. Names and contact information for the CARE counselors for other schools, colleges, and departments can be found on the CMHC CARE website: <https://cmhc.utexas.edu/CARE.html>.

UNIVERSITY HEALTH SERVICES (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

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 <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332)."

STUDENT EMERGENCY SERVICES (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency,

medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

CLASSROOM SAFETY AND COVID-19

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness.
- The university will continue to provide rapid antigen self-test kits at [distribution sites](#) throughout campus. Students can receive up to four tests at a time.
- The university will provide [symptomatic COVID-19 testing](#) on campus for all students, faculty and staff.
- UHS maintains up-to-date resources on COVID, which can be found here:
 - [COVID-19 Information and Resources](#)
 - [COVID-19 Exposure Action Chart](#)

CARRYING OF HANDGUNS ON CAMPUS

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- 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 any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations, or third party reports) must be report it. 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 to the Title IX Coordinator. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email supportandresources@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Education Code, Section 51.252. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support all impacted by a Title IX incident.

CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- 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 [emergency preparedness](#).