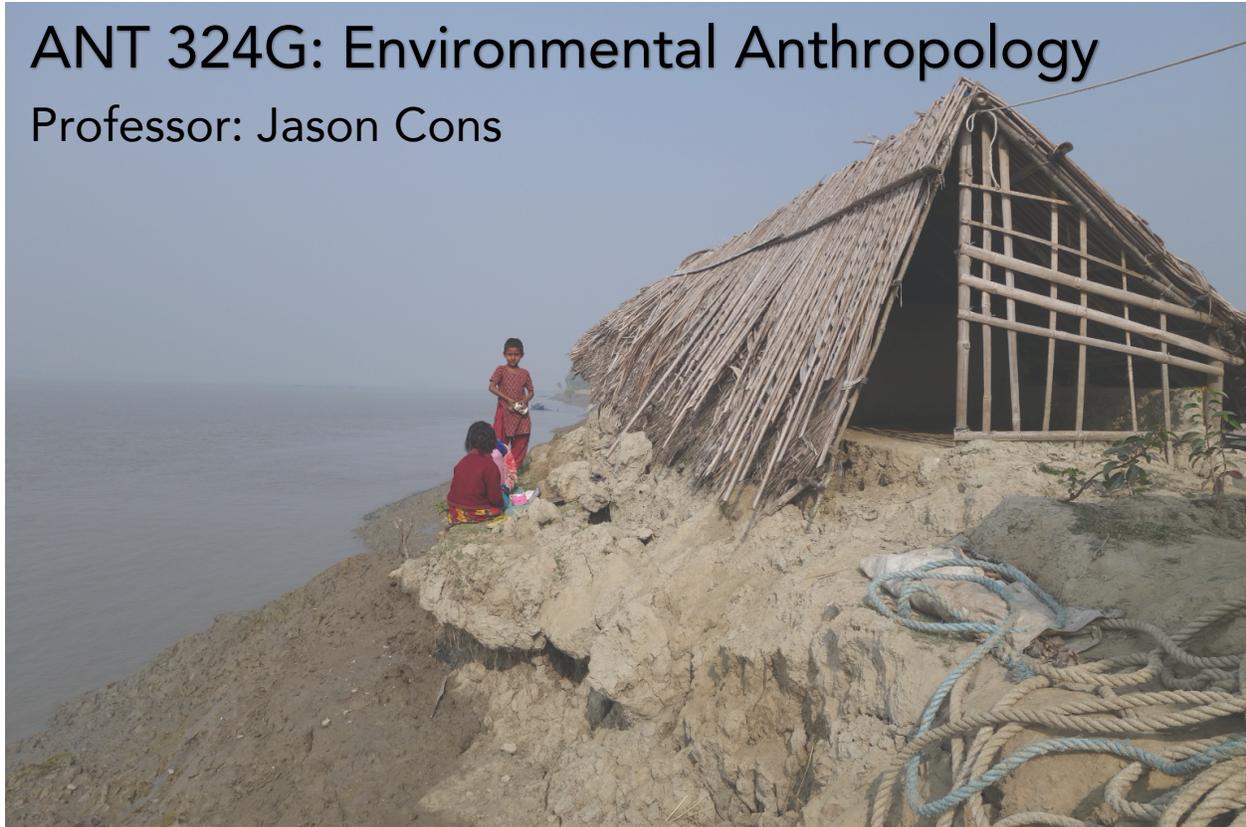


# ANT 324G: Environmental Anthropology

Professor: Jason Cons



Jason Cons: SAC 5.138; [jasoncons@utexas.edu](mailto:jasoncons@utexas.edu); 512.232.3832

[Office Hours: On Zoom Tuesday, 12:30-2:00 pm, by appointment](#)

What is the relationship between culture and ecology? How can environments produce inequalities? Is there such a thing as wilderness? Where is the boundary between the human and the non-human? How is "nature" understood in different communities? How do people around the world live with toxicity, climate change, and other forms environmental degradation? And how what are the possible meanings of "environmental justice"? Environmental Anthropology explores the answers to these questions and more.

The course is designed around a set of key questions and challenges in the anthropological study of the environment. Its purpose is not to provide a survey of the field, but rather to introduce students to a set of questions and analytic tools and invite them to quickly move towards applying them to real-world cases.

## Course Teaching Assistant:

Kenza Yousfi: [kenzayousfi@utexas.edu](mailto:kenzayousfi@utexas.edu)

[Office Hours: On Zoom, Monday 1-2, Wednesday 11-12, and by appointment](#)

### Learning Objectives/ Goals

Upon completion, students will be able to:

- Identify key contributions, ideas, and concepts in environmental anthropology
- Use analytic tools in environmental anthropology to pursue independent inquiry into problems in environment and society
- Investigate environmental issues using ethnographic methods
- Explain different cultural perspectives on nature, ecology, and the environment
- Engage with both local and global environmental politics in informed and inquisitive ways
- Write, speak, communicate, and think critically and clearly about environmental change

### Assignments and Grades

The following is a breakdown of how I will evaluate your performance in the class. More in-depth descriptions, rubrics, and prompts will be provided with each assignment.

- **Class and Section Participation:** 15%—Active, informed, and respectful participation in section discussions and synchronous sessions, engagement with informal in-class written work, and contributions to breakout and group work.
- **Section assignments:** 20%—For section meetings, there will be occasional brief, writing assignments.
  - The first 4 of these will be graded on a check +, check , check – basis, roughly corresponding to an A, B, C scale. NOTE—These writing assignments are due by midnight on Thursday (the day before section meetings).
  - The final set of section assignments will be part of the final project and will not count towards your section assignment grades, but will count towards your final grade.
- **Mid-Term Exam:** 30%—Take home mid-term covering core course concepts
- **Final Project:** 35%—There will be a final group project consisting of a podcast based on research you conduct in your sections. There will be a series of assessed steps in preparing for this project (in other words, not all 35% will rest on the final product alone).

I use the following cutoffs for grade assignments:

	A: 94%	A-: 90%
B+: 87%	B: 84%	B-: 80%
C+: 77%	C: 74%	C-: 70%
D+: 67%	D: 64%	D-: 60%
F: <65%		

### Course Format

This course is a fully online course. It has the following organizational structure:

- **Mondays—Synchronous Session (we all meet together):** There will be a synchronous course meeting from 11-11:50am hosted on Zoom. In this session I will occasionally lecture, but

the focus of this session will be on discussing case-studies, small group work, and other kinds of activities designed to get you to begin thinking about how course material related to actual forms of environmental change in the world.

- Each synchronous session has a set of required associated readings that you should read in advance of class.
  - Attendance is required and recorded for synchronous course sessions.
  - Links to the Zoom session will be available in Canvas.
- **Asynchronous Session (you do this on your own):** In between the Monday synchronous session and your Friday section meeting, there will be an asynchronous session. This session will take the form of a recorded lecture in which I discuss some of the more theoretical and conceptual issues in any given week's topic of investigation. The recordings for this session will be available on Canvas. Each asynchronous session will:
    - Each asynchronous session has set of required associated readings that you should read in advance of watching my lecture.
    - Watching and taking notes during this asynchronous session is required and part of your participation grade will be based on your ability to respond to questions and discuss and deploy concepts covered in these lectures in both your sections and our Monday Synchronous Sessions.
    - There will also be ungraded, brief response activities built into the asynchronous sessions. While these will not be graded separately, they will count towards your participation grade and also serve as attendance.
    - Lectures will be posted by the end of class on Mondays and should be watched before your Section meeting on Friday.
    - NOTE—for Section meetings during which you will have to turn in and discuss a written assignment, you will need to watch the Asynchronous lecture *first*, before completing the written assignment.
    - Links to the recorded lecture will be available on Canvas
  - **Fridays—Synchronous Section Meeting:** Sections of this course will meet synchronously on Zoom, at the posted section time (31070 meets from 1pm-2pm and 31075 meets from 2pm-3pm). During section you will: discuss course material, have conversations about the written assignments, work on and prepare for major course assignments such as the mid-term and the final, and more.
    - Written assignments will regularly be discussed in section and should be submitted on canvas by midnight on Thursday.
    - Links to the Zoom for your section will be available in Canvas.

In these sessions, we will cover a range of different materials in a number of different ways. I expect your full, active, and professional participation in all activities. This means:

- Attending all synchronous class and section meetings
- Completing all asynchronous sessions in a timely fashion (i.e., between the synchronous course meeting and your section meeting)

- Showing up on to class meetings (persistently showing up late will negatively affect your participation grade)
- Respectfully engaging with the course instructor, TAs, and your peers
- Being responsible for all of the assigned reading and materials

### Email and Office Hours policy

- Please, feel free to contact me and/or your TA via email. I prefer that you contact me directly rather than through Canvas. Please make sure you consult the course syllabus, other handouts, your peers and the course Canvas site before sending an e-mail. We will endeavor to respond within 24 hours, though note that **we do not respond to email on the weekends or after 5pm**, so plan ahead.
- Contacting us the night before an assignment is due is, by definition, too late.
- My office hours are *your* time. However, because of the complexities of Zoom, I do ask that you schedule an appointment ahead of time.  
[You can do so through this link](#)
- We will use Zoom's waiting room feature to ensure that conversations during office hours are private. If you log in to office hours and are placed in the waiting room, please hang tight! We'll be with you as soon as possible.
- If you have a regular class conflict during my office hours, I am more than happy to set up an appointment with you at another time.

### Zoom Etiquette

All course meetings for this class will take place virtually, either synchronously or asynchronously. Similarly, office hours will also take place virtually. This calls for a different set of norms that most of us who are familiar with traditional classroom environments are used to.

- If you are concerned about the technology requirements for this course, you are strongly encouraged to contact either the instructor or the TA.
- You are strongly encouraged to have your video turned on during course sessions (both section and class synchronous meetings)
  - This is especially important in section meetings.
  - If there are reasons, such as bandwidth, that you are unable to do so, you are strongly encouraged to communicate with your TA about this.
- You must be fully clothed for all course meetings.
- Class 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.
- During office hours, both the instructor and the TA will use the Zoom waiting room feature so that students do not intrude on private conversations. As such you are encouraged to schedule meetings in advance using the following links:
  - [Dr. Cons's Office Hours](#)
  - [Kenza Yousfi's Office Hours](#)

### Land Acknowledgement

We would like to acknowledge that we are meeting on Indigenous land. Moreover, We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua 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, here on Turtle Island.

### Course Readings, Schedule, and Organization

#### Week 1: Course Introduction

##### Asynchronous Session: Introduction to Environmental Anthropology

##### August 28: Section Meeting:

- READ Nayanika Mathur. 2020. "Telling the Story of the Pandemic." *Somatosphere*. <http://somatosphere.net/forumpost/covid19-storytelling-pandemic/>
- Come prepared to discuss the Mathur's article

### From "Cultural" Ecology to "Political" Ecology

#### Week 2: Cultural Ecology

##### August 31 Synchronous Session: Waters, Cultures, Ecologies

- READ Stephen Lansing. 1991. "Balinese 'Water Temples' and the Management of Irrigation." *American Ethnologist*. 89(2).

##### Asynchronous Session: Pigs, Ancestors, and Homeostatic Ecologies

- READ Roy Rapaport. 2008 (1967). "Ritual Regulation of Environmental Relations among a New Guinea People." In *Environmental Anthropology: A Historical Reader*. Blackwell.

##### September 4 Synchronous Section Meeting:

- WRITING ASSIGNMENT #1 (aprox. 500 words): Describe an ecosystem that you are familiar with. Drawing on the in-class lecture, what kinds of language might you use to describe this system (open, closed, homeostatic, etc.). Be prepared, in section discussion, to discuss why you have chosen the language that you did.

#### Week 3: From Apolitical to Political Ecology

##### September 7: Labor Day, No Class

##### Asynchronous Session: What makes an ecology "political"?

- READ Paul Robbins. 2012. "Political versus Apolitical Ecologies." In *Political Ecology*. Blackwell.

##### September 11 Section Meeting:

- FOR DISCUSSION: Before class, take a few minutes to think through the following challenge and be prepared to talk about it in class. Identify an environmental issue in your home state. What might be the difference in looking at that issue from the standpoint of an *apolitical* versus a *political* ecology might show.

#### **Week 4: The Politics of Wilderness**

##### September 14 Synchronous Session: Trees, Conservation, and Political Ecology

- READ Diana Davis and Paul Robbins. 2018. "Ecologies of the Colonial Present: Pathological Forestry from the *Taux de Boisement* to Civilized Plantations." *Environment and Planning E: Nature and Space*. 1(4).

##### Asynchronous Session: Wildness and Wilderness

- READ William Cronon. 1995. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature." In *Uncommon Ground: Rethinking the Human Place in Nature*. WW Norton.
- READ Ramachandra Guha. 1989. "Radical American Environmentalism and Wilderness Preservation: A Third-World Critique." *Environmental Ethics*. 11(1).

##### September 18 Synchronous Section Meeting:

- WRITING ASSIGNMENT #2: What kinds of politics of conservation take place in your home state? Write a brief (500 word) writing response. Come prepared to discuss specific cases.

#### **Week 5: Race, Nature, Identity**

##### September 21 Synchronous Session: White Wilderness?

- READ Carolyn Finney. 2014. "Black Faces." In *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*. University of North Carolina Press.

##### Asynchronous Session: Indigeneity, Nature, and the Politics of Representation

- READ Alcida Ramos. 2003. "Pulp Fictions of Indigenism." In *Race, Nature, and the Politics of Difference*. Duke University Press.

##### September 25 Synchronous Section Meeting:

- LISTEN: *Threshold Podcast*. Season 2: Cold Comfort. "Episode 5: Just Decide" and Episode 6: The Things I Can See on the Mountains."
  - <https://www.thresholdpodcast.org/season02-episode05>
  - <https://www.thresholdpodcast.org/season02-episode06>
- WRITING ASSIGNMENT #3 (approximately 500 words): Drawing on the *Threshold* podcasts, identify a dynamic of racialized representation and how it shapes people's understandings of the relationship between the Sámi people and nature.

#### **Week 6: The "Nature" of Natural Resources**

September 28 Synchronous Session: Infrastructure, Entanglement and Extraction

- READ Hannah Appel. 2012. "Walls and White Elephants: Oil Extraction, Responsibility, and Infrastructural Violence." *Ethnography*. 13(4).

Asynchronous Session: Making Resources and Frontiers

- READ Anna Tsing. 2003. "Natural Resources and Capitalist Frontiers." *Economic and Political Weekly*. 38 (48).

October 2 Synchronous Section Meeting:

- READ Katerina Teaiwa. 2004. "Land from the Sky." In *Consuming Ocean Islands: Stories of People and Phosphate from Banaba*. Indiana University Press.

## Beyond Nature/Culture

### Week 7: More-than-Human Natures

October 5 Synchronous Session: What is Animate?—Split Discussion

- GROUP A READS Janelle Marie Baker. 2020. "Do Berries Listen? Berries as Indicators, Ancestors, and Agents in Canada's Oil Sands Region." *Ethnos*.
- GROUP B READS Julie Cruikshank. 2001. "Glaciers and Climate Change: Perspectives from Oral Tradition." *Arctic*. 54(4).
- STRONGLY RECOMMENDED FOR BOTH GROUPS, READ Tim Ingold. 2006. "Rethinking the Animate, Re-Animating Thought." *Ethnos*. 71(1).

Asynchronous Session: A More-Than-Human Ethics

- READ Radhika Govindrajan. 2015. "The Goat Who Died for the Family: Animal Sacrifice and Interspecies Kinship in India's Central Himalaya." *American Ethnologist*. 42(3).

October 9 Synchronous Section Meeting:

- WRITING ASSIGNMENT #4 (approximately 500 words): What happens if we take the question of animacy and of multi-species kinship seriously? Think about an inter-species relationship connected to you, your family, or your community. Sketch this relationship and, in doing so, explore how thinking about it with this week's readings might allow you to think that relationship differently.

### Week 8: Entangled Landscapes

October 12 Synchronous Session: Edge Spaces and the Ecology of Rubble

- READ Bettina Stoetzler. 2018. "Ruderal Ecology: Rethinking Nature, Migration, and the Urban Landscape." *Cultural Anthropology*. 33(2).
- STRONGLY RECOMMENDED, READ Anna Tsing. 2012. "Contaminated Diversity in 'Slow Disturbance': Potential Collaborators for a Livable Earth." *Rachel Carson Center Perspectives*. 9.
- Mid-Term Exam Distributed

Asynchronous Session: Hunters' Landscapes and Colonists' Landscapes

- READ Laura Ogden. 2011. "Landscape Ethnography and the Politics of Nature." In *Swamplife*. University of Minnesota Press.
- READ Kuntala Lahiri-Dutt. 2014. "Commodified Land, Dangerous Water: Colonial Perceptions of Riverine Bengal." In *Asian Environments: Connections across Borders, Landscapes, and Times*. Rachel Carson Center Perspectives.

October 16 Synchronous Section Meeting:

- Mid-Term Exam Review

## Environmental Inequalities

### Week 9: Slow Violence and Mid-Term

October 19 Synchronous Session: Mid-Term Q&A

- Bring your questions about course material to class

Asynchronous Session: Slow vs. Fast Violence.

- READ Rob Nixon. 2011. "Introduction." In *Slow Violence and the Environmentalism of the Poor*. Harvard.
- **Mid-Term Take-home Exam Due by 11:59PM, Thursday October 22, on Canvas**

October 23 Synchronous Section Meeting:

- LISTEN Podcast: Annabeth Cummins, Amanda Micek, and Hayley Wood. "Govale Park: A History of Environmental Racism and Hazards."
- In Section Workshop: Developing a research idea

### Week 10: "Natural" Disasters

October 26 Synchronous Session: Environment, Podcasts, and Activism

- LISTEN to Season 3 of *Threshold* <https://www.thresholdpodcast.org/the-refuge>. If you don't have time to listen to all of the season, listen at least to Episode 4 (part 1 and 2): <https://www.thresholdpodcast.org/the-refuge-e4>
- GUEST CONVERSATION IN CLASS: Amy Martin, Founder and Executive Producer of *Threshold* (<https://www.thresholdpodcast.org/>).

Asynchronous Session: What is a Climate Hazard?

- READ Kasia Paprocki. 2015. "Anti-Politics of Climate Change." *Himal South Asian*. 28(3).
- READ Michael Watts. 1983. "The Political Economy of Climatic Hazards: A Village Perspective on Drought and Peasant Economy in a Semi-Arid Region of West Africa." *Cahiers d'Etudes Africaines*. 23.

October 30 Synchronous Section Meeting:

- Workshop on Research Design
- FINAL ASSIGNMENT PREP #1: You and your group should submit and be ready to discuss an abstract for your final project that outlines what you will be conducting research on, why it is interesting, what its relevance to the class is, and how you plan to go about doing the work.

**Week 11 Toxic Environs**

November 2 Synchronous Session: Race and the Landscape of Toxicity

- READ Pavithra Vasudevan. 2019. "An Intimate Inventory of Race and Waste." *Antipode*.
- GUEST LECTURE IN CLASS: Prof. Pavithra Vasudevan will join us via Zoom for the second half of class.

Asynchronous Session: The Chemical Body

- READ Michelle Murphy. 2017. "Afterlife and Decolonial Chemical Relations." *Cultural Anthropology*. 32 (4).
- READ Vanessa Agard-Jones. 2013. "Bodies in the System." *Small Axe*. 43.

November 6 Synchronous Section Meeting:

- WATCH: "Mossville: When Great Trees Fall."
- FINAL ASSIGNMENT PREP #2: Audio Postcard 1.

**Week 12: "Invasive" Species, or Kinship?**

November 9 Synchronous Session: Who is a Parasite? What is Invasive?—Split Discussion

- GROUP A READS Elena Kim. 2017. "Invasive Others and Significant Others: Strange Kinship and Interspecies Ethics Near the Korean Demilitarized Zone"
- GROUP B READS Stefan Helmreich. 2005. "How Scientists Think; About 'Natives', For Example: A Problem of Taxonomy Among Biologists of Alien Species in Hawai'i." *Journal of the Royal Anthropological Institute*. 11(1).

Asynchronous Session: Trajectories of "Invasive" Harm

- WATCH: Darwin's Nightmare

November 13 Synchronous Section Meeting:

- BONUS WRITING ASSIGNMENT (Aprox 500 words, can replace one of your existing writing assignments): Explore the complex components of the ecological crisis traced by *Darwin's Nightmare*. In doing so, offer a critical reflection on the film.
- FINAL ASSIGNMENT PREP #3: Turn in a detailed research plan and schedule that includes information on: What you will do, how you will do it, when you will do it, and who will do it.

**What is to be Done?**

### Week 13: Reframing Environmental Justice

#### November 16 Synchronous Session: Decolonizing the Anthropocene—Split Discussion

- GROUP A READS Heather Davis and Zoe Todd. 2017. "On the Importance of a Date, or Decolonizing the Anthropocene." *Acme: An International Journal for Critical Geographies*. 16(4).
- GROUP B READS David Pellow. 2016. "Towards a Critical Environmental Justice Studies: Black Lives Matter as an Environmental Justice Challenge." *Du Bois Review: Social Science Research on Race*.
- BOTH GROUPS READ Ayana Elizabeth Johnson. 2020. "Racism Derails Our Efforts to Save the Planet." *Washington Post*.  
<https://www.washingtonpost.com/outlook/2020/06/03/im-black-climate-scientist-racism-derails-our-efforts-save-planet/>

#### Asynchronous Session: Rethinking Environmental Racism

- READ Laura Pulido. 2017. "Geographies of Race and Ethnicity II: Environmental Racism, Racial Capitalism and State-Sanctioned Violence." *Progress in Human Geography*. 4(14).
- STRONGLY RECOMMENDED. READ Neel Ahuja. 2016. "Race, Human Security, and the Climate Refugee." *English Language Notes*. 54(2).

#### November 20 Synchronous Section Meeting:

- FINAL ASSIGNMENT PREP #4: Audio Postcard #2.

### Week 14: Thanksgiving week

#### November 23 Synchronous Session: Preparing for the Podcast

### Week 15: Reframing Research

#### November 30 Synchronous Session: An Anthropology for the Future?

- READ Noel Castree et. al. 2014. "Changing the Intellectual Climate." *Nature Climate Change*. 4.
- READ Todd Sanders and Elizabeth Hall. 2015. "Is there Hope for an Anthropocene Anthropology?" *Savage Minds* <https://savageminds.org/2015/09/05/anthropologies-21-is-there-hope-for-an-anthropocene-anthropology/>

#### Asynchronous Session: Rethinking How Research Gets Done (and to What Ends)

- READ Kim Fortune. 2012. "Ethnography in Late Industrialism." *Cultural Anthropology*. 27(3).
- STRONGLY RECOMMENDED, READ Eve Tuck. 2009. "Suspending Damage: A Letter to Communities." *Harvard Education Review*. 79(3).

#### December 4 Synchronous Section Meeting:

- FINAL ASSIGNMENT PREP #5: Each group turns in a detailed plan for podcast production. This plan should outline: the components of the podcast, the narrative flow of the podcast, what kinds of evidence will be used where in the podcast, and what research remains to be done.

### **Week 16: Course Conclusion**

December 7 Synchronous Session: Wrapping it all up

**Final Projects Due Monday, December 14 by noon**

## **Course Policies and Procedures**

### **Course readings and syllabus**

I believe that a course and its instructor should be adaptable. This means that readings and course activities may change to suite course developments, forward fruitful discussions, or to address student interests. For this reason, the readings in this syllabus should be regarded as provisional. For any given week, the readings will be available on Canvas.

While readings may, from time to time change, the course policies and procedures listed in this syllabus will not. It is your responsibility to know them.

### **Reading Policy**

All of the course readings for this class can be found on Canvas.

In some classes, we will spend significant time discussing particular readings. In others, we will treat them as background. In all cases, if there is something you don't understand in the material, it is your responsibility to make sure that you gain an understanding of it by asking questions and raising issues. You are expected to arrive at class ready to discuss any and all of the required course readings.

### **Policy on Plagiarism**

I strongly believe that learning is a collaborative venture. I encourage you to study with your peers (safely and virtually), meet (again, virtually) to discuss readings with them, and, on particular assignments, to work together with them. That said, the work that you produce for this course must be your own. There are no exceptions to this rule and no legitimate excuses for violating it.

In event that you fail to acknowledge others' work or that you are caught overtly plagiarizing from online or written sources, you will receive a zero on the assignment and may be subject to disciplinary procedures. See below for the University Policy on Academic integrity.

### **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 unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am 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 in the course.

### **Class Recordings**

Class 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.

### **Late Policy**

I adhere to the following late policy on assignments:

- . Section assignments are before class the day of your section meeting. Late assignments are not accepted
- . Assignments turned in up to 12 hours late will be penalized by 1/3 of a letter grade.
- . Assignments turned in between 12 and 24 hours late will be penalized a full letter grade.
- . Assignments turned in between 24 and 48 hours late will be penalized two full letter grades.
- . Assignments more than 48 hours late will not be accepted.

### **Writing Policy**

While this is not a writing flag course, there are assignments that will require that you write and communicate clearly.

- I have extensively detailed my policy on citation and bibliography on my website: <http://www.jasoncons.net/formatting-and-referencing-papers.html>
- I have also provided advice for student writers that is applicable not just in my courses, but in any course you are likely to take as an undergraduate: <http://www.jasoncons.net/advice-on-writing.html>

### **Global Cultures Flag**

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

### **Independent Inquiry Flag**

This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

### **Attendance Policy**

Attendance at all course and section meetings is required and recorded.

You are permitted two unexplained course absences and one section absence per semester. After that, each absence will reduce your overall participation grade by 3.33% (i.e., by 1/3 of a letter grade). If you have a legitimate reason to miss class, it is your responsibility to let me and your TA know by email before class.

### **Statement on Learning Success**

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. 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. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

### **Student Rights & Responsibilities**

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

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.

- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

### **Personal Pronoun Preference**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

I use the pronouns: he, him, his. Also, feel free to address me either as Professor Cons or Dr. Cons as you wish. Please don't call me Mr. Cons (that doctorate was a lot of work folks!).

## **UNIVERSITY POLICIES & RESOURCES**

### **COVID-19, Campus, and Personal Safety**

To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

### **Religious Holy Days**

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to 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, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

### **Q Drop Policy**

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

### **Student Accommodations**

Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone).

<http://ddce.utexas.edu/disability/about/>

- Please request a meeting as soon as possible to discuss any accommodations
- Please notify me as soon as possible if the material being presented in class is not accessible
- Please notify me if any of the physical space is difficult for you

### **Academic Integrity**

Each student in the course is expected to abide by the University of Texas Honor Code:

“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”

This means that work you produce on assignments, tests and exams is all your own work, unless it is assigned as group work. I will make it clear for each test, exam or assignment whether collaboration is encouraged or not.

Always cite your sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course.

You are responsible for understanding UT’s Academic Honesty Policy which can be found at the following web address: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

### **University Resources for Students**

The university has numerous resources for students to provide assistance and support for your learning, use these to help you succeed in your classes

#### **The Sanger Learning Center**

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

#### **The University Writing Center**

The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students’ resourcefulness and self-reliance. <http://uwc.utexas.edu/>

#### **Counseling and Mental Health Center**

The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. <http://cmhc.utexas.edu/>

### **Student Emergency Services**

<http://deanofstudents.utexas.edu/emergency/>

### **ITS**

Need help with technology? <http://www.utexas.edu/its/>

### **Libraries**

Need help searching for information? <http://www.lib.utexas.edu/>

### **Canvas**

Canvas help is available 24/7 at <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

## **Important Safety Information**

### **BCAL**

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

### **Evacuation Information**

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.

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.

Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)

