course: UGS303 Texas Land & Landscape
unique number: 60175, 60180, 60185
type of course: Lecture
credits: 3
enrollment: Restricted to first-year students
prerequisite: n/a
instructor: Hope H. Hasbrouck, MArch, MLA, FAAR’09, ASLA
schedule: MW 10:00 – 11:00
60175 F 9-10
60180 F 10-11
60185 F 11-12
location: MW WAG 214 & F MAT 220D or as designated by instructor/teaching assistant.
semester: Spring 2020

Catalog Description:
Large-group lecture and discussion class focusing on a contemporary issue. Designed to introduce undergraduates to scholarly analysis from an interdisciplinary perspective. Includes an introduction to University resources, such as research facilities, museums, and attendance at University lectures or performances as assigned. Multiple sections may be offered in the fall and spring with various topics and instructors. Only one of the following may be counted: Tutorial Course 302, Undergraduate Studies 302, 303. Restricted to first-year students. Topic Description: Examines the physical, biological and cultural systems of Texas and follows the threads that connect those systems to reveal the Texas we see today.

Course Description:
The course examines the physical, biological and cultural systems of Texas and follows the threads that link those systems to reveal the Texas we see today.

The adventure is in making connections between the University’s collections and the stories of Texas.

The Works Project Administration Guide to Texas first published in 1940 inspired the course. Course participants will revise the guide with contemporary facts, illustrations and maps thus documenting the temporal changes to the Texas landscape.

Learning Objectives:
1. To examine the physical, biological, and cultural systems that have shaped the great State of Texas.
2. To develop a familiarity with web served geographic information systems and thematic mapping as a means to document the spatial and temporal changes to the Texas landscape.
3. To engage directly the University’s collections in parallel with course readings and discussions. Including geologic samples, plant, artistic works and historical artifacts. The aim is to bring students into direct contact with a variety of primary research sources and physical examples of the subjects we discuss.

Time Commitment:
Class times, as stated in the Course Schedule, and as additional time as necessary to meet the objectives of the course. Students should anticipate spending at a minimum, four times the credit hours of work per week on coursework outside of class time. Absences due to illness are accepted only with appropriate documentation from a physician.

Text

The book is on reserve in the Architecture & Planning Library. The book is out of print. I ask you to purchase a used paperback book. My hope is that you can have the book in 10 – 14 days.

Potential Sources:
1. [https://www.abebooks.com/](https://www.abebooks.com/) (18 available- used)
2. Amazon (45 used $7.50 +) and new $38 +
3. Alibris (29 &4.80 +)
Schedule of Topics

Introduction
Week 1
1/22
Lecture: Introduction
Assign Reading: Chapter 1 from ‘Outside Lies Magic’
Scanned and on Canvas
Complete text to be completed by February 28, 2020

1/24 Discussion Topic: Reading Maps
Assign: Intro Exercise

Texas Yesterday and Today
Week 2: Geologic Systems
1/27 & 1/29
Presentation of Intro & Lecture
Discuss Semester Project
Assign: The Semester Project

1/31 Discussion Sections
Story Lottery & Hand out Research Resources

Week 3 Biological Systems
2/3 & 2/5 Lecture
2/7 Discussion – University Research Resources

Week 4 Cultural Systems
2/10 & 2/12 Lecture
2/14 Discussion – Public Speaking

Week 5 Texas Transect – North to South
2/17 & 2/19 Lecture
2/12 Discussion - Off Site University Collections

Week 6 Texas Transect – North to South (Cattle)
2/24 & 2/26 Lecture
2/28 Discussion- Off Site University Collections

Week 7 Maps
3/2 & 3/4 Lecture
3/6 GIS LAB

Week 8 Thematic Maps: Information Organization
3/9 & 3/11 Lecture
3/13 GIS LAB

Week 9 SPRING BREAK

Week 10 Texas Transect East to West (Rail Roads)
3/23 & 3/25 Lecture
3/27 GIS LAB

Week 11 Texas Transect East to West (Rail Roads)
3/30 & 4/1 Lecture
4/3 Discussion- Off Site University Collections

DUE MAP THE STORY
Week 12  Survey  
4/6 & 4/8  Rehearsal for Week 13  

Week 13  Presentations  
4/13 & 4/15  Rehearse for Week 14  

Week 14  Presentations  
4/20 & 4/22  Rehearse Week 15  

Week 15  Presentations  
4/27 & 4/29  No Discussion Sections  

5/1  Last Week of Class  

Week 16  
5/4  Guest Lecture  
5/6  Concluding Exercise  
5/8  NO DISCUSSION  

5/14  FINAL STORY  DUE: REWRITTEN STORY  

POLICIES  

Attendance Policies  

Regular Attendance  
Regular Attendance is expected for all class meetings, exams, lectures, field trips, lab sessions, and discussions unless announced by the instructor. If a class meeting is canceled or rescheduled for any reason, it will be done in as timely a manner as possible, with the intention of accommodating the majority of the course participants’ schedules. Changes are posted to Canvas and distributed via Canvas announcements.  

Religious and Holy Days  
Absences based on religious observances must be arranged fourteen [14] days in advance. Any assignment submissions missed during that time are to be submitted within one week [7 days] of the scheduled absence. A student who fails to complete missed work within the time allowed will be subject to the normal academic penalties for late work.  

Military Service  
In accordance with section 51.9111 of the Texas Education Code, a student is excused from attending classes or engaging in other required activities, including exams, if he or she is called to active military service of reasonably brief duration. The maximum time for which the student may be excused has been defined by the Texas Higher Education Coordinating Board as “no more than 25 percent of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is currently enrolled at the beginning of the period of active military service.” The student will be allowed a reasonable time after the absence to complete assignments and take exams. Policies affecting students who withdraw from the University for Military Service are given in the Withdrawal Section of Academic Policies and Procedures of the General Information Catalog.  

Illness Driven Absence  
An absence due to illness will be known as EXCUSED when the Instructor or Teaching Assistant receives appropriate documentation from a physician. Any assignment submission missed due to documented illness shall be submitted within one week [7 days] of the absence or one week [7 days] from the original submission date.  

Missing twenty-five percent [25%] of the class meetings is beyond reasonable under any circumstance. Course participants with three [3] unexcused absences will have their numeric grade reduced by one out of four grade points. Additional
unexcused absences will result in further point reductions of .33 grade points per absence. The program recommends that students contact the instructor before an absence.

**Grading Policies**

**Grade Percentages:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Weight (%)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>University Lecture Summary</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Intro Exercise</td>
<td>1%</td>
<td>Due 1/27</td>
</tr>
<tr>
<td>Overall Attendance</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Discussion Session</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Concluding Exercise</td>
<td>1%</td>
<td>Due 05/08</td>
</tr>
<tr>
<td>Short Essay; Find the Story</td>
<td>10.5%</td>
<td>Due 02/19</td>
</tr>
<tr>
<td>Thematic Map: Map the Story</td>
<td>20.5%</td>
<td>Due 04/01</td>
</tr>
<tr>
<td>Final Essay: Rewrite the Story</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>Present the Story</td>
<td>20%</td>
<td>Weeks 13-15</td>
</tr>
<tr>
<td>Submit the Story</td>
<td>22%</td>
<td>Due Thursday May 14, Noon</td>
</tr>
</tbody>
</table>

**Grading Rubric or Grade Descriptions**

A = excellent work that displays conceptual rigor, original research, and insights and ideas that tend to go beyond those presented by the readings or by the instructor in class; excellent writing and superb presentation of the project in terms of Bibliography, Citations, Images and Maps.

The assignments or written work has a rigorously supported argument. Readings are strongly engaged in the assignment, and the student takes a position with respect to them, successfully analyzing or building on them. The work demonstrates critical thinking through work submitted, verbally presented, and steady and meaningful participation in discussions.

B = good work that displays thorough understanding of the material and successful completion of the assignment, very good writing, diligent research, fine presentation of the project in terms of Bibliography, Citations, Notes, Images and Maps. The assignment or essay has an argument that is clear to the reader. Readings are very well engaged in the assignment. The work demonstrates clear reasoned thinking through work submitted, verbally presented, and regular and useful participation in discussions.

C = satisfactory work that meets the minimum requirements of the assignment, displays no further pursuit of ideas presented in class and in readings, displays limitations in skills, writing, conceptualization, and presentation of project. The argument of the essay or assignment is not clearly presented. Readings are minimally brought into the assignments. Submissions do not have proper citations and the student has irregular participation in discussions and attendance and whose course participation does not contribute or further discussions.

D = poor work that does not meet the minimum requirements of the assignment and does not meet the level of skills required to complete the assignment in terms of conceptualization, writing, and presentation. No attempt to structure an argument is made. Readings are not well understood and are not even minimally brought into the assignment or discussions. The student does not participate in discussions and has an atrocious attendance record.

F = unacceptable, failing work that includes incomplete assignments or major parts of it, unacceptable delays in turning in the work, unsuccessful performance overall.

Any grade can be re-evaluated based on student concern. Subsequent evaluations can cause the grade to be reduced, remain unchanged, or increased. Grades can only be discussed on an individual basis, not as a comparison with other students’ grades.

**Classroom or Studio Policies**

**Personal Pronoun Use (She / He / They / Ze / Etc)**
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, unless they have added a “preferred name” with the Gender and Sexuality Center (http://diversity.utexas.edu/genderandsexuality/publications-and-resources/). 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 gender 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.

Accommodations:
• Class meetings, lectures, and discussions, as well as studio centered working sessions, will be conducted in the assigned classroom or studio. Any change in location will be announced on Canvas or via email.
• Studio/course participants with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, www.utexas.edu/diversity/ddce/ssd/

Etiquette
Mutual respect and accepted norms of behavior govern the interactions between participants and instructors. A professional atmosphere fosters productive workplace habits.
• On time arrival to scheduled activities.
• Silenced cell phone.
• Suspend email and social media activities until sanctioned breaks.
• Do not eat or cook meals during studio or workshops.
• Contribute to discussions, be attentive, and be prepared for class activities.
• Avoid side conversations and other distractions that impede learning.
• Stay for the entire class meeting.

Course Materials:
• Primary reading materials will be on reserve in the Architecture and Planning Library or distributed digitally through Canvas, or e-published.
• The majority of resources are available online – but I encourage you to physically engage the written material.
• Course participants should anticipate expenses related to printing and plotting, laser cutting, CNC routing, and deposition printing in the Digital Media Lab of the School of Architecture.

Course participants are expected to work on their computer or the computers provided in the laboratories. While there is no specified computing platform, digital subject matter if demonstrated by the instructor or teaching assistant will be made using software running on the Windows Platform.

Important Safety Information:
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.

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 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.
• Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Title IX Reporting
Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university’s relevant policies.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

Notes on the general use of digital tools
• Please maintain TWO or more "back-ups"/digital archive of ALL digital work [back up media is inexpensive, especially when compared to the time that is expended in recreating lost data]. Data loss or file corruption is an unacceptable excuse for not meeting assignment or presentation deadlines.

University Policies

Policy on Scholastic Dishonesty:
Students who violate University rules on scholastic 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 scholastic dishonesty are strictly enforced.

Academic Integrity:
The course participants are expected to have completed the assigned readings and are prepared to engage in a meaningful discussion of the material. Assignments, problem statements, research assignments, and presentations or other related work submitted for evaluation is expected to be their work, prepared without unauthorized assistance. http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct

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

University Resources for Students

Services for Students with Disabilities
This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an
official letter outlining authorized accommodations. For more information, visit http://ddce.utexas.edu/disability/about/.

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.  http://www.cmhc.utexas.edu/individualcounseling.html

The Sanger Learning Center

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

Undergraduate Writing Center: http://uwc.utexas.edu/
Graduate Writing Center: http://uwc.utexas.edu/grad/
Libraries: http://www.lib.utexas.edu/
ITS: http://www.utexas.edu/its/
Student Emergency Services: http://deanofstudents.utexas.edu/emergency/

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: wellnessnetwork.utexas.edu/BeVocal.

Faculty: Hope H. Hasbrouck
Office Location: XXXX
Office Hours: Email confirmation required 24hrs in advance. Location determined through email
Primary Contact: hhasbrouck@austin.utexas.edu –UGS303 must precede the subject line.

Teaching Assistant (Will be known after first Friday)
Office Location: TBD
Office Hours: TBD
Primary Contact: kuhnhaus@utexas.edu