

**** NEW CLASS for Spring 2023 !! ****
FIRST TIME EVER TAUGHT AT UT-DALLAS

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Office: JO 5.404 (virtual occupant only)
Office Hrs: just email me for an appt!

HIST 6386 / PHIL 6351: History & Philosophy of Science

“Astronomy, Cosmology & Culture”

Th 1-3:45pm / JO 3.536

Catalog Description:

[HIST 6386](#) (PHIL6351) History and Philosophy of Science and Technology (3 semester credit hours) The study of one or more topics in history and philosophy of science, technology, or medicine. May be repeated for credit as topics vary (9 semester credit hours maximum). (3-0) T

Description of Course Topics and Themes:

This special section of HIST & PHIL of Science, “Astronomy, Cosmology & Culture,” will offer UT-Dallas Grad. students the opportunity to explore the universe across the usual HUMA-STEM divide! NO special scientific or technical background required.

Star-gazing is not just for astronomers and physicists. Expressing thoughts and feelings about human life in the cosmos is not just for artists, poets, historians and philosophers.

From our earliest emergence as a species, diverse domains of human knowing (now too-often disconnected from each other) have always worked together to build “cosmic” knowledge by observing, pondering, recording and applying our understanding of astronomical phenomena to our existential survival as well as to our search for meaning and purpose in our lives.

Despite concerted institutional and structural efforts to divide our human spirit, HUMA and STEM fields are still creative partners and interdependent contributors and distributors of information and ideas about the sun, moon, planets, stars, comets, meteors and beyond. This class will provide numerous kinds of opportunities (across campus, local communities and the world) to experience this “universal” collaboration.

In this class, we will explore multiple ways that human beings have experienced the cosmos over time through myths and storytelling, cosmological poetry and nature writing, religion, history, philosophy and the visual and performing arts.

All of the materials that we will ponder together in this class will draw strongly upon the deep history of astronomy and cosmology as well as the philosophy of science to engage some “big cosmic questions”:

- * How did human beings begin to make sense of the natural world and our place in it and share and record that knowledge?
- * How do our human powers of observation, imagination, invention and discovery (and our limitations) shape our understanding of the natural world?

- * What is “nature”? What is “natural”? What is “supernatural”? How have our definitions of such concepts changed over time and altered our ideas about what it means to be “human”?
- * Do we “discover” order in the universe or do we “invent” it? Is “the truth” about the nature of nature “out there” and if it might be, how can we access it?

We will examine such questions through many different kinds of source materials, as we trace the origins and development of astronomy and cosmology from the ancient world through the near present. Along the way, we will encounter many untold (and under-told) stories about “hidden figures” in science, the arts and humanities who have contributed to astronomy and cosmology that can help us tell a fuller and more meaningfully “global” narrative about “life, the universe and everything.”

** Bonus feature *:*

This course is specifically intended to help students appreciate and celebrate the scientific, historical, cultural and artistic significance of the “once-in-most-lifetimes” annular eclipse of October 14, 2023 and the total eclipse of April 8, 2024 (with DFW expecting 3 minutes 52 seconds of totality) – coming soon to the open skies over you!

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Class Format and Structure:

This class is structured as an “exploratory / experiential” seminar where students actively participate and collaborate in the adventure of discovering new ideas, materials, critical approaches and “integrated” learning materials and multi-disciplinary perspectives and ways of knowing. Each class meeting will center on student-led discussion of our “primary” readings and viewing materials, along with student-discovered critical essays that “spin-off” from them in fun and productive directions!

Course learning objectives:

Students will thoughtfully and critically engage a wide variety of primary source materials that will include popular science texts and videos, literary, historical and philosophical texts, artistic artifacts and musical and dramatic performances. Students will practice and demonstrate the ability to interpret and analyze information, themes and issues in astronomy and cosmology by applying methods of “integrated learning” (ways of combining HUMA-STEM) across the traditional “liberal arts disciplines” of literature, history, philosophy, the arts and sciences.

In addition, Graduate students (MA + PhD) will produce 2 “pre-professional” written projects as well as practice critical thinking and both written and oral communication skills applicable to a wide variety of HUMA-related and alt-ac jobs and careers. Students will be encouraged to prepare conference abstracts, book reviews and critical essays for submission to conferences & / or publication.

Course Grading:

Attendance + Participation = 1/3rd (note: Sun/Moon Observations count 50% of “Participation”)
 Critical Book Review (5 pp) with in-class presentation (on one of our “Inspiration” texts) = 1/3rd
 “Conference style” paper and in-class presentation = 1/3rd

REQUIRED BOOKS (4 + 1 = 5; see below):

Everyone must rent, purchase or check out from the library these **FOUR** class texts.

* Please bring the required text with you on the days that we are discussing it.

1. Maryboy, Nancy C. and Begay, David. ***Sharing the Skies: Navajo Astronomy*** (Tucson, AZ: Rio Nuevo Pub, 2010) 978-1-933855-40-0
2. Miyazawa, Kenji. ***Night on the Galactic Railroad and Other Stories from Ihatov*** (One Peace Books, 2014)
ISBN-10: 1935548352 ISBN-13: 978-1935548355
3. Wells, HG, ***Time Machine*** (Readers Library Classics, 2022)
ISBN-10: 1954839456 ISBN-13: 978-1954839458
4. West, Adrian, ***The Secret World of Stargazing*** (Yellow Kite, 2022)
ISBN-10: 1529382076 ISBN-13: 978-1529382075

PLUS (1):

PLUS . . . Everyone must also rent, purchase or check out from the library **ONE “Inspiration text” from this list.** * Note: #1-8 offer more personal perspectives and easier reads, while #9-15 are “deeper dives” with more complex narratives and technical/scientific content.

1. Bogard, Paul, ***The End of Night: Searching for Natural Darkness in an Age of Artificial Light*** (Back Bay Books, 2014)
ISBN-10: 0316182915 ISBN-13: 978-0316182911
2. Hollabaugh, Mark, ***The Spirit and the Sky: Lakota Visions of the Cosmos*** (U Neb Press, 2018)
ISBN-10: 1496208234 ISBN-13: 978-1496208231
3. Mack, Katie, ***The End of Everything (Astrophysically Speaking)*** (Scribner, 2020)
ISBN-10: 198210354X ISBN-13: 978-1982103545
4. Powers, Richard, ***Bewilderment: A Novel*** (W.W. Norton, 2021)
ISBN-10: 0393881148 ISBN-13: 978-0393881141
5. Sagan, Carl, ***Contact: A Novel*** (Gallery Books, 2019)
ISBN-10: 1501197983 ISBN-13: 978-1501197987
6. Seager, Sara, ***The Smallest Lights in the Universe: A Memoir*** (Crown, 2021)
ISBN-10: 0525576266 ISBN-13: 978-0525576266
7. Yoshino, Genazburo, ***How Do You Live?*** Trans. Bruno Navasky (Chapel Hill, NC: Algonquin Young Readers, 2021).
ISBN-9781616209773 or ebook: 9781643751610
8. Baron, David, ***American Eclipse: A Nation's Epic Race to Catch the Shadow of the Moon and Win the Glory of the World*** (Liveright, 2017)
ISBN-10: 1631490168 ISBN-13: 978-1631490163

“Deeper Dive” Inspiration Text options . . .

9. McTier, Moiya, *The Milky Way: An Autobiography of Our Galaxy* (Grand Central, 2022)
ISBN-10: 1538754150 ISBN-13: 978-1538754153

10. Mitton, Jacqueline and Mitton, Simon. ***Vera Rubin: A Life*** (Belknap Press, 2021)
ISBN-10: 067491919X ISBN-13: 978-0674919198

11. Olson, Roberta J.M. and Pasachoff, Jay M., ***Cosmos: The Art and Science of the Universe***
(Reaktion Books, 2019)
ISBN-10: 1789140544 ISBN-13: 978-1789140545

12. Prescod-Weinstein, Chanda, ***The Disordered Cosmos: A Journey into Dark Matter, Spacetime & Dreams Deferred*** (Bold Type Books, 2021)
ISBN-10: 1541724704 ISBN-13: 978-1541724709

13. Sagan, Carl, ***Cosmos*** (Ballantine Books, 2013)
ISBN-10: 9780345539434 ISBN-13: 978-0345539434

14. Shetterly, Margot Lee, ***Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race*** (William Morrow, 2016)
ISBN-10: 0062363603 ISBN-13: 978-0062363602

15. Trimble, Virginia and Weintraub, David A., eds. ***The Sky Is for Everyone: Women Astronomers in Their Own Words*** (Princeton UP, 2022)
ISBN-13: 978-0691207100

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WEEKLY COURSE CALENDAR

Wk 1: Th. January 19: *Astronomy, Literature, Art and Culture*

1- 215 pm

- * Fill out questionnaires; Intro to class themes and ideas; Syllabus overview; expectations for discussion/participation; “Book Review” essay and “Conference-style” paper, with presentations. Plus: why you should “do the math” on how this class will be graded!
- * Meet and Greet (roll call): Who are you? Why did you sign up for this class? Introduce yourselves and share something you are fascinated by or are afraid of out there in the universe! <3

< 15 min. BREAK >

230-345 pm

- * SLIDE-TALK: Personal Interdisciplinary Perspectives on the Cosmos (and 2023-24 eclipses!)
- * VIEW in class: How to do your Moon and Sun Observations! as explained by Dr. Marc Hairston, NATS / Hanson Center for Space Sciences --Q&A?

Wk 2: Th. January 26: *Look Up! Origins of Astronomy & Cosmology*

PRIMARY MATERIALS for TODAY’S TOPIC / THEME (GROUP Discussion today!)

1. In Library Reserves Folder in eLearning:
 - Read: “Constellations Across Cultures” (Psychological Science)
 - Listen: podcast interview about the psychology of astronomical observing
 - Read: “Londoner Solves 20,000 year old Ice Age Drawings Mystery”
 - View: History of Newgrange & Winter Solstice
2. Class Text, Read: ***Secret World of Stargazing***, Intro + Chp 1: “Stargazing is Good for You,” pp. 1-6; 7-16
3. Class Text, Read: ***Sharing the Skies: Navajo Astronomy***, pp. 7-31
 [*Note: this is just one example of many types of Indigenous American sky knowledge.]

1- 215 pm

- * VIEW in class: Where HUMA X STEM and it all starts to go wrong! (Brian Regan)
- * REVIEW: Moon & Sun Observation Lab guidelines
- * SLIDE-TALK: What is “Astronomy”? What is “Cosmology”? What can we see up there?
- * VIEW and discuss in class: “Naked Eye Observations” *CrashCourse: Astronomy*, ep. 2 and “Cycles in the Sky” *CrashCourse: Astronomy*, ep. 3

< 15 min. BREAK >

230-345 pm

- * VIEW and DISCUSS in class: “Wicarijhi Oyate (Star People) Under One Sky,” keynote address, Prof. Annette Lee, International Dark-Skies Assoc, Global Conference, 2020.

Wk 3: Th. February 2: Greek and Roman Star Knowledge

PRIMARY MATERIALS for TODAY's TOPIC / THEME (w/ STUDENT-LED Discussion!)

- In Library Reserves Folder in eLearning;
 - READ: - Samples of Greek and Roman astronomical poetry:
 - Aratus (310-240 BCE) "Phaenomena" (selection)
 - Lucretius (99-55 BCE) "On the Nature of Things (selection)
 - Example of ancient Science Fiction:
 - Lucian (125-80 CE) "'True History" (Voyage to the Moon) (read selectively!)
 - VIEW: - animated video overview of Lucian's "True History"
 - CrashCourseKids, ep. 37.1: The Zodiac Constellations
- Class Text: ***Secret World of Stargazing***, Chp 2: "Start Looking Up," pp. 17-32
- Class Text: ***Sharing the Skies: Navajo Astronomy***, pp. 33 - top half of 51

1- 215 pm

* SLIDE-TALK: "classical" constellations

* STUDENT-LED DISCUSSION (be sure to find & use 2-3 scholarly essays about your texts!)

Aratus / Lucretius: _____ and _____

Lucian's "True History": _____ and _____

< 15 min. BREAK >

230-345 pm

* VIEW in class: ***Ancient Skies***, ep. 1: "Gods and Monsters"

* STUDENT-LED DISCUSSION of video in relation to chapters in *Stargazing* & *Sharing the Skies*:

_____ and _____

Wk 4: Th. February 9: From Ancient to Late-Medieval World Views

Unintended (?) Consequences of Geo- and Anthro-centrism

PRIMARY MATERIALS for TODAY's TOPIC / THEME (w/ STUDENT-LED Discussions!)

- In Library Reserves Folder in eLearning;
 - READ: - Ptolemy, "Peculiar Nature of the Universe" as in Danielson, pp. 68-74
 - Dante, "From this Point Hang the Heavens" as in Danielson, pp. 89-91
 - Marlowe, from "Dr Faustus" as in *Poems of Science*, pp. 73-74
 - Adrienne Rich, "Planetarium" (poem)
 - Leila McNeill, "Monsters, Myths and Constellations"
 - "Seven Sisters-World's Oldest Story?"
 - VIEW: - Dante's Cosmology video
- Class Text: ***Secret World of Stargazing***, Chp 3: "The Night Sky," pp. 33-50

1- 215 pm

* SLIDE-TALK, background on readings: *Ancient to Late-Medieval Astronomy: Geocentrism*

* STUDENT-LED DISCUSSION: (be sure to find & use 2-3 scholarly essays about your texts!)

Stargazing chapter: _____ and _____

Ptolemy & Marlowe: _____ and _____

Dante reading and video: _____ and _____

< 15 min. BREAK >

5:15-645 pm:

* VIEW in class: *Cosmos: A Spacetime Odyssey*, ep.8: Sisters of the Sun

* STUDENT-LED DISCUSSION: of *Cosmos*, ep. 8 in relation to Rich, McNeill & "Seven Sisters"

_____ and _____

Wk 5: Th. February 16: Astronomical Revolution: Re-Centering the Cosmos

PRIMARY MATERIALS for TODAY's TOPIC / THEME (w/ STUDENT-LED Discussions!)

1. In Library Reserves Folder in eLearning;

READ: - Copernicus, "Almost Contrary to Common Sense," in Danielson, pp. 104-117

- Galileo, *Sidereus Nuncius*, trans. A. Van Helden, p. 46 & pp. 57-70

- Donne, "New Philosophy Calls All in Doubt" (selection)

- Milton, "This Pendent World," in Danielson, pp. 198-205

- Butler, Samuel, "The Elephant in the Moon," from *Poems of Science*, pp. 94-98

VIEW: Kepler, *The Man Who Dreamed the Universe*, pt. 1

2. Class Text:

Secret World of Stargazing, Chp 4: "Seasons" & Chp 5: "Spring Night Sky," pp. 51-74

1- 215 pm

* SLIDE-TALK, "Revolutionary" Astronomy? *Copernicus, Galileo & Kepler*

* STUDENT-LED DISCUSSION: (w/2-3 scholarly sources!)

Copernicus / Galileo: _____ and _____

Donne / Milton & Butler: _____ and _____ and _____

< 15 min. BREAK >

230-345 pm

* VIEW in class: Kepler, *The Man Who Dreamed the Universe*, pt. 2

* STUDENT-LED DISCUSSION: over Parts 1 & 2 of Kepler videos + his key primary texts!

_____ and _____ and _____

Wk 6: Th. February 23: Astronomy X Cosmology X Evolutionary Theory

PRIMARY MATERIALS for TODAY's TOPIC / THEME (w/ STUDENT-LED Discussions!)

1. No readings on Library Reserve / eLearning - YAY!
Just one "just for fun" video: "Top 10 Notes on *The Time Machine*"
2. Class Text: ***Secret World of Stargazing***, Chp 6: "Summer Night Sky"
& Chp 7: "Autumn Night Sky," pp. 75-106
3. Class Text: H.G. Wells, ***Time Machine*** (whole novella)

1- 215 pm

* SLIDE-TALK: background: "*Natural History of the Heavens*"

* STUDENT-LED DISCUSSION:

Stargazing chapters: _____ and _____

< 15 min. BREAK >

230-345 pm

* STUDENT-LED DISCUSSION (please incorporate 2 scholarly perspectives each):

Time Machine: _____ and _____ and _____

Wk 7: Th. March 2: The Milky Way in Cultural Cosmological Context

PRIMARY MATERIALS for TODAY's TOPIC / THEME (w/ STUDENT-LED Discussions!)

1. In Library Reserves Folder in eLearning:
 - READ: - "Morning of the Last Farewell," poem
- Pulvers, webpage, "Miyazawa Kenji, Rebel With a Cause"
 - VIEW: - Beginning Japanology NHK documentary on Miyazawa (33 min. viewing time)
- Animated Nighthawk Star video
- Explore why Dark Skies Matter: IDA website and "Losing the Night" video
- Earth turning under the Milky Way video
- "Night on the Galactic Railroad" (full-length anime)
2. Class Text: "***Night on the Galactic Railroad***" novella, pp. 45-112

3. Class Text: ***Secret World of Stargazing***, Chp 8: “Winter Night Sky” & Chp 9: “Milky Way,”
pp. 107-134
4. Class Text: ***Sharing the Skies: Navajo Astronomy***, pp.51-76

1- 215 pm

- * SLIDE-TALK: Brief background on cultural views of the Milky Way and Miyazawa’s life and work
- * STUDENT-LED DISCUSSION: (in relation to the IDA & Milky Way videos)

Stargazing chapters: _____ and _____

Sharing the Skies: _____ and _____

230-345 pm

- * STUDENT-LED DISCUSSION: (w/ 2-3 scholarly perspectives each)

Night on the Galactic Railroad, novella and anime:

_____ and _____ and _____ and _____

Wk 8: Th. March 9 < HAPPY GIVE YOURSELF SOME GRACE DAY >

***** No class meeting today to create space for giving / grading UG Midterm Exams *****

Take a walk out in nature. Soak up some sunshine or rain . . . it’s all good ;-).

Then . . . maybe catch up on your reading -- or grading.

(sooo . . . yeah . . . your Book Review will still be due right after Spring Break ~)

< Sat. March 11 – Sun. March 19th: SPRING BREAK !!! >

* *Enjoy life on the planet ~ Let the world turn . . . but don’t forget to look up!*

- * If you haven’t already, be sure to select and begin reading the popular astronomy / cosmology text that you’ll use to write your Critical Book Review (5 pp, double-spaced) . . . remember you also need to seek 5-7 other scholars’ reviews of the same text to incorporate into yours!

UNIT 2: More Fun Making Sense out of the Cosmos!

Wk 9: Th. March 23 < NO IN-CLASS MEETING > (Prof G will be at a Physics Conference!)

Instead . . . 2 ASSIGNMENTS will be DUE TODAY by 1 pm via email:

- 1) Your **Moon and Sun Lab Observations are DUE today!** Please create ONE pdf and remember to start the file name with your LAST NAME.
- 2) Turn in your 5 page Critical Book Review and work on your 15 min. in-class Presentation about it for next week's class!

Wk 10: Th. March 30: "Our" Place in the Universe?

PRIMARY MATERIALS for TODAY's TOPIC / THEME (* we will discuss these NEXT week!)

1. In Library Reserves Folder in eLearning;
 - READ: Arthur C. Clarke, "The Star" from *Science and the Human Spirit*, pp. 293-298;
 - READ: Extraterrestrial Life Debate from *Science and the Human Spirit*, pp. 142-160
 - VIEW: Vatican Observatory video
 - VIEW: David Eagleman, *The Brain*, ep. 1
 - VIEW: *Ancient Skies*, ep. 3, "Our Place in the Universe"
 - VIEW: *The Great Silence* (film adaptation of a Ted Chiang short story)
2. Class Text: ***Secret World of Stargazing***, Chp 10: "Moon and Planets"
& Chp 11: "Space Rocks," pp.135-162
3. Class Text: ***Sharing the Skies: Navajo Astronomy***, pp.76-94

1- 215 pm: BOOK REVIEW PRESENTATIONS (15 min. each):

1. _____ and 2. _____ and 3. _____
 4. _____ and 5. _____

230-345 pm:

6. _____ and 7. _____ and 8. _____
 9. _____ and 10. _____

Wk 11: Th. April 6: *Dark Skies Matter (Globally!) and so do Eclipses!*

PRIMARY MATERIALS for TODAY’s TOPIC / THEME (we’ll discuss in combo w/last week’s!)

1. In Library Reserves Folder in eLearning:

READ: from Bogard, *The End of Night*, Intro, pp. 3-13

& Chp 9 “From Starry Night to Streetlight” (note this is really the “first” chapter in the book – see if you can figure out why it’s labeled #9): pp.14-39

& Chp 1 “The Darkest Places” (really the ninth chapter!): pp. 246-271

READ: “The Problem with Starlinks” (Washington Post)

VIEW 2 individual presentations from these panels (or more, they are amazingly inspiring!): “Under One Sky,” International Dark-skies, Global Conference, 2022

From the Opening

From “North, South, Central America”

From “Bangladesh”

From “Europe, Middle East, Africa, India”

From “E and SE Asia, Australia, New Zealand”

2. Class Text: ***Secret World of Stargazing***, Chp 12: “Spaceships and Things. . .”;

Chp 13: “Gadgets. . .” & Chp 14: “To Boldly Go . . . ,” pp.163-188.

1- 215 pm

* SLIDETALK: Eclipse Adventures . . .

* STUDENT-LED DISCUSSION: (“take-aways” / connections re: primary texts only)

Stargazing Chapters, 10-14: _____

Sharing the Skies: (from wk 10): _____

Clarke story & Vatican video: _____

< 15 min. BREAK >

230-345 pm

* STUDENT-LED DISCUSSION: (“take-aways” / connections re: primary texts only)

Extraterrestrial Life & “The Great Silence”: _____ and _____

Bogard, chapters 9 & 1 + Starlinks essay: _____ and _____

“Under One Sky” selected videos: _____ and _____

*** HOMEWORK: DUE in class next week!** Write a 14 line love poem (formal or informal sonnet) to your favorite astronomical phenomenon . . .



Wk 12: Th. April 13: Music of the Spheres / The Universe in Verse

PRIMARY MATERIALS for TODAY's TOPIC / THEME

1. In Library Reserves Folder in eLearning;

READ: Kepler's Harmonies of the World (online essay)

VIEW / LISTEN: Music of the Spheres (Kepler's theory @ ~ 33m mark)

David Bowie, "Space Oddity" (official video)

Fan mix, "Major Tom"

Aurora, "Across the Universe"

Monty Python's "Galaxy Song"

VIEW: from *The Universe in Verse*: "My God, It's Full of Stars" & "Achieving Perspective"

1- 215 pm

* READ ALOUD? Brave student poetry slam? :-)

* GROUP DISCUSSION of readings, music and "The Universe in Verse"

< 15 min. BREAK >

230-345 pm

* VIEW and DISCUSS, in class: A visual poem? *Voices of a Distant Star* (anime short)

* Remind me to post a pdf of this for you, if I haven't already!

Kuge, Shu, "In the World That Is Infinitely Inclusive: Four Theses on *Voices of a Distant Star* and *The Wings of Honneamise*, pp. 251-266

* **HOMEWORK: DUE in class next week!** Draw a visual representation of your favorite astronomical phenomenon, cosmic moment or astronomical observer!

Wk 13: Th. April 20: The Art and Drama of Astronomy

PRIMARY MATERIALS for TODAY's TOPIC / THEME (STUDENT-LED Discussions!)

1. In Library Reserves Folder in eLearning;

READ: from *Celestial Sleuths*, Donald Olson (available thru UTD Library)

Chp 2: "Vincent van Gogh and Starry Skies Over France," pp.35-66

Chp 5: "Moons and Tides in the Battle of Marathon, Paul Revere's Midnight Ride and the Sinking of the Titanic," pp. 147-198

READ 2 selections from the following options in *The Sky Belongs to Everyone*:

Gabriela Gonzalez, pp. 322-332; Priyamvada Natarajan, pp. 344-354;

Dara J Norman, pp. 355-365; Sara Seager, pp. 366-376;

Poonam Changra, pp. 388-399; Xuefei Chen, pp.400-410;

Shazrene S. Mohamed, pp. 411-422; Yilen Gomez Maqueo Chew, pp. 423-432

VIEW: "Silent Sky," a play by Lauren Gunderson (Rice U production, 2019)

1- 230 pm

* SHARE student art!

* STUDENT-LED DISCUSSION: (“reader responses” to primary texts only)

Celestial Sleuths, both chapters: _____ and _____

Sky Belongs to Everyone (2 each): _____ and _____

_____ and _____

< 15 min. BREAK >

245-345 pm

* VIEW and DISCUSS, in class: Joselyn Bell Brunell video, in relation to the “Silent Sky” play

Wk 14: Th. April 27: STUDENT PRESENTATIONS, day 1 (25 min + 5 min. Q/A each)

1- 230 pm: 1. _____ and 2. _____

3. _____

< BREAK >

245-345 pm: 4. _____ and 5. _____

Wk 15: Th. May 4: STUDENT PRESENTATIONS, day 2 (25 min + 5 min. Q/A each)

1- 230 pm: 6. _____ and 7. _____

8. _____

< BREAK >

245-345 pm: 9. _____ and 10. _____

* Potluck Party today! If your are willing / able, please bring snacks &/or drinks to celebrate everyone’s creativity & the LAST DAY OF CLASS !! *

Instructor's Policies and Class Philosophy / UTD Policies

Please inform the professor *in advance* (via utd email) of any possible absences or situations that may keep you from submitting assignments on time. We'll try to help in any way we can. Late assignments will not be accepted or absences excused *without such prior notice*. Because attendance and participation count as a substantial part of your grade in this course, unexcused absences, tardy arrivals, early departures, cell phone usage or other disruptions *will count against* this portion of your grade.

In accordance with university policy, this is a drug-free, alcohol-free, smoke-free, barrier-free classroom. In the interests of promoting a comfortable learning environment, all students and the professor pledge to respectfully consider the expression of ideas and opinions by others regardless of political, philosophical, religious, intellectual, cultural, racial, generational or other identity differences.

Any student found guilty of plagiarism (using another person's thoughts, words, ideas, terminology etc. without properly acknowledging them with footnotes, endnotes, or parenthetically in the text with a bibliography will be subject to disciplinary action under the policies of the University of Texas-Dallas. See the university's student code, MLA style sheet or Chicago Manual of Style for more information.

All syllabus info., descriptions and timelines are subject to change at the discretion of the Professors.

Students are responsible for listening for in-class announcements/changes and checking their UT-Dallas email account for additional messages or postings (which may supercede info. on this syllabus).

Helpful Hint: Assume that all assignments will be submitted in class, to the professor in hardcopy, unless it is announced otherwise in class. Never turn in papers or assignments "under the office door" bc . . . little known secret: my office is the TARDIS – Who knows where your stuff could end up!?.

NOT ALL CHANGES WILL BE IN WRITING, SO PAYING ATTENTION IN CLASS WILL BE VITAL.

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Classroom Safety and COVID-19

To help preserve the University's in-person learning environment, UT Dallas recommends the following: That all Comets do their best to keep themselves and others healthy and safe. Everyone is strongly encouraged to wear face coverings indoors regardless of vaccination status. Note: Since the emergence of the omicron variants and now the even more transmissible XBB strains, N95 or KN95 medical grade masks are HIGHLY recommended for ALL indoor class meetings or gatherings.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: "As a Comet, I pledge honesty, integrity, and service in all that I do."

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students. Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the credit/no credit or pass/fail grading option and withdrawal from class. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.