

## **UGS 302 Latinx Males in K-12 and Higher Education: Challenges and Opportunities**

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Meeting times:

**T/Th 3:30 – 5:00pm**

Location:

**SZB 284**

Office hours:

**T/Th 5:00 – 5:30pm (or by appointment)**

### **Signature Course Mission**

The Signature Courses at the University of Texas at Austin will connect students with distinguished faculty members in unique learning environments. By way of this rigorous intellectual experience, students will develop college-level skills in research, writing, speaking, and discussion through an approach that is both interdisciplinary and contemporary.

### **Course Description**

This course is designed to enhance college student engagement and academic achievement by offering active and experiential learning through exposure to contemporary research on Latinx males. Undergraduate students will become familiar with a wide variety of literature on historical, sociological, educational, cultural, and policy research on issues Latinx males face within the U.S educational system. This course will focus on emergent research and literature and draw on students' own personal experiences and perspectives to build our collective knowledge of this student group. Additionally, we will enhance our teaching and learning in the classroom by incorporating experiences outside of the classroom setting to emphasize active learning. We encourage active student engagement by utilizing a variety of pedagogical approaches to foster collaborative learning and building community of practice. As this is a writing intensive course, students will be required to submit an ethnographic biography, weekly reflection on readings (reflection papers and Canvas entrees), exercises that will engage them in critical reflection on the literature and research on Latinx males, and a final paper.

This course employs intersectionality as an analytical framework and pedagogical approach. To this end, we incorporate multiple disciplinary perspectives--sociological, historical, and cultural to understand the experiences of Latinx males in education. Education is the commonality between all individuals, however the educational experiences of students are not all equal. Intersectional approaches allow us to identify how interlocking systems of power impact those

who are most marginalized in society, such as Latinx males. As we look to make education more socially and racially equitable, it is important to take note of all interlocking factors that may affect a student's experience, especially our most marginalized students. For this course, we will focus on how these socio-political factors that affect the educational experiences and outcomes for Latinx males.

### **Core Objectives:**

Core curriculum will meet the following three Core Objectives: 1.) Critical Thinking (writing assignments, class discussion, weekly discussion board, and class presentation) 2.) Communication Skills (writing assignments, class discussion, weekly discussion board entries, and class presentations 3.) Social Responsibility: intersectional theory and research, and pedagogy and learning, and through service-based learning, resource and visit to the Multicultural Engagement Center (MEC)

### **Learning outcomes:**

- Explore personal goals and engage in meaningful academic activities
- Engage in critical thinking and dialogue
- Interact with other students regarding academic matters
- Explore and engage in community action/service
- Understand and engage in the UT's commitment to diversity
- Understand male identity and intersectionality
- Engage in community outreach projects
- Understand education, higher education, student development, and identity

### **Methods:**

- Small group discussion and exercises
- Instructor workshops and guest lectures
- Individual exercises
- Community building activities
- Writings and reflections
- Outreach to local schools
- Participation in on-campus/community events
- Other methods TBD by students and instructor

### **Expectations:**

- Attend every class
- Be on time
- Turn off cell phones, etc.
- Responsible for making up missed work
- Be open to learning more about yourself and others
- Respect other points of view and life goals
- Complete assignments, and let me know what will make this class most helpful for you
- Comply with the UT Austin Student Code of Conduct and the Code of Academic Integrity

### **Course Textbook, Readings, and Resources**

No textbook is required for this course. Readings for this course will be accessible via **CANVAS**. It is strongly suggested that all students purchase a copy of the American Psychological Association’s Publication Manual (now in its 7th edition). There are numerous online sources for the APA stylebook as well (<https://owl.english.purdue.edu/owl/resource/560/01/>).

**All assignments submitted in this course should be written incorporating the APA Publication Manual, 7<sup>th</sup> Edition stylebook.**

**COURSE READING SCHEDULE**

\*Readings/Assignments to be completed **BEFORE** each class day

Week	Date	Topic	Assigned Readings/Videos & Activities
1	29-Aug	<p><b>Project Work &amp; Discussion:</b></p> <p><i>Introduction, syllabus, and course expectations</i></p> <p><i>Latinx Males in K-12 and Higher Education</i></p>	<p><b>Reading:</b></p> <p>Saenz, V. B., &amp; Ponjuan, L. (2009). The Vanishing Latino Male in Higher Education. <i>Journal of Hispanic Higher Education</i>, 8(1), 54–89.</p>
2	3-Sep	<p><b>Class:</b></p> <p><i>Latinx representations and identity in education</i></p>	<p><b>Reading:</b></p> <p>Salinas C, J., Lozano, A. (2017). Mapping and recontextualizing the evolution of the term Latinx: An environmental scanning in higher education, <i>Journal of Latinos and Education</i>.</p>
	5-Sep	<p><b>Project Work &amp; Discussion:</b></p>	<p><b>Project Support Day:</b></p> <p><i>Research guidelines and project expectations</i></p> <p><b><u>Ethnographic Autobiography Assigned</u></b></p>
3	10-Sep	<p><b>Class:</b></p> <p><i>The History of Latinx in the United States</i></p>	<p><b>Reading:</b></p> <p>Valencia, R. (2008). “Dismantling Deficit Thinking,” Chapter 1 in History of Latinx in Education</p>
	12-Sep	<p><b>Project Work &amp; Discussion:</b></p>	<p><b>Guest Speaker:</b></p> <p>Stephanie Lang — <i>Oral Narratives in East Austin</i></p>

4	17-Sep	<p><b>Class:</b></p> <p><i>Research Approach #1:</i></p> <p><i>Funds of Knowledge</i></p>	<p><b>Reading:</b></p> <p>Moll, L. C., Amanti, C., Neff, D., &amp; Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. <i>Theory Into Practice</i>, 31(2), 132.</p>
	19-Sep	<p><b>Project Work &amp; Discussion:</b></p> <p><i>Ethnographic Autobiography</i></p> <p><i>Due by 12:00pm on Canvas</i></p>	<p><b>Project Support Day:</b></p> <p>Elise Nacca — <i>Librarian visit on Research Resources</i></p>
5	24-Sep	<p><b>Class:</b></p> <p><i>Critical Race and Cultural Capital</i></p>	<p><b>Reading:</b></p> <p>Tara J. Yosso * (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth, <i>Race Ethnicity and Education</i>, 8:1, 69-91.</p>
	26-Sep	<p><b>Project Work &amp; Discussion:</b></p> <p><i>Oral Narratives Reflection Due by 12:00pm on Canvas</i></p>	<p><b>Project Support Day:</b></p> <p>Blanton Museum — <i>Ethnographic methodologies; field and participant observations</i></p> <p><b><u>Blanton Museum Reflection Assigned</u></b></p>
6	1-Oct	<p><b>Class:</b></p> <p><i>Zero Tolerance Policies and The School To Prison Pipeline</i></p>	<p><b>Reading:</b></p> <p>Castillo, J. (2014). Tolerance in schools for latino students: Dismantling the school-to-prison pipeline. <i>Harvard Journal of Hispanic Policy</i>, 26, 43-58</p>
	3-Oct	<p><b>Project Work &amp; Discussion:</b></p> <p><i>Blanton Museum Reflection Due by 12:00pm on Canvas</i></p>	<p><b>Guest Speaker:</b></p> <p>Jorge Antonio Renaud — <i>Regional Director with Latino Justice</i></p>

7	8-Oct	<b>Class:</b> <i>Research Approach: Introduction to Testimonios</i>	<b>Reading:</b> Reyes, K. B., & Curry Rodríguez, J. E. (2012). Testimonio: Origins, terms, and resources. <i>Equity &amp; Excellence in Education</i> , 45(3), 525-538.
	10- Oct	<b>Project Work &amp; Discussion:</b>	<b>Project Support Day:</b> <i>Testimonios</i>  Link to Project MALES — <i>Usings Testimonios to share your story</i>
8	15- Oct	<b>Class:</b> <i>White, male privilege and power</i>	<b>Reading:</b> Anzaldúa, G. (1987) <i>Borderlands: La Frontera</i> , <b>Chapter 7</b> , and Hooks, B. (2004) <i>The will to change: Men, masculinity, and love</i> , <b>Chapter 2</b> .
	17- Oct	<b>Project Work &amp; Discussion:</b>	<b>Field Trip:</b> <a href="https://liberalarts.utexas.edu/aads/racial-geography-tour-.php">Rodrigo Aguayo — Dr. Edmund Gordon’s Racial Geography Tour.</a> <a href="https://liberalarts.utexas.edu/aads/racial-geography-tour-.php">https://liberalarts.utexas.edu/aads/racial- geography-tour-.php</a>  <b><u>Racial Geography Reflection Assigned</u></b>
9	22- Oct	<b>Class:</b> <i>Gendered identities and masculinities</i>	<b>Reading:</b> <i>Chapter 3. Beyond Machismo.</i> (Hurtado & Sinha, 2016)
	24- Oct	<b>Project Work &amp; Discussion:</b> <i>Racial Geography Reflection Due by 12:00pm on Canvas</i>	<b>Class Scheduled Movie:</b> <i>“The Mask You Live” In By The Representation Company</i>  <b><u>The Mask You Live in Movie Reflection Assigned</u></b>

10	29-Oct	<b>Class:</b> <i>Research Approach: Participatory Action Research</i>	<b>Reading:</b> James, A.E., Milenjiewicz, M.T., Bucknam, A. (2008). <i>Participatory Action Research for Educational Leadership: Using Data-Driven Decision Making to Improve Schools</i> . Sage Publications. 7-24.
	31-Oct	<b>Project Work &amp; Discussion:</b> <i>The Mask You Live in Movie Reflection Due by 12:00pm on Canvas</i>	<b>Project Support Day:</b> <i>Participatory Action Research</i>  <i>Link to Project MALES — Co-construction of Knowledge</i>
11	5-Nov	<b>Class:</b> <i>Intersectionality</i>	<b>Reading:</b> Hill Collins, P., & Bilge, S., (2016). <i>Intersectionality</i> . Chapter 1: What is intersectionality?
	7-Nov	<b>Project Work &amp; Discussion:</b> <i>Final Paper Assignment</i>	<b>Class Scheduled Movie:</b> “ <i>La Mission</i> ” <b><u>La Mission Movie Reflection Assigned</u></b>
12	12-Nov	<b>Class:</b> <i>Afrolatinidad</i>	<b>Reading:</b> Garcia-Louis, C. (2018). <i>Ni Latino, Ni Negro: The In)visibility of Afrolatino Males in Higher Education Research</i> . <i>Journal Committed to Social Change on Race and Ethnicity</i> , 97-119.
	14-Nov	<b>Project Work &amp; Discussion:</b> <i>La Mission Movie Reflection Due by 12:00pm on Canvas</i>	<b>Field Trip</b> <i>East Austin Cultural Caminata</i>  <b><u>Cultural Caminata Reflection Assigned</u></b>

13	19-Nov	<b>Class:</b> Educational Challenges – Subtractive Schooling	<b>Reading:</b> Valenzuela, A. (2010). Subtractive schooling: US-Mexican youth and the politics of caring. Suny Press. (Required Reading: pgs.20-32).
	21-Nov	<b>Project Work &amp; Discussion:</b> <i>Cultural Caminata Reflection</i> <i>Due by 12:00pm on Canvas</i>	<b>Project Support Day:</b> Link to Project MALES — <i>Historical Context</i> <i>of the Educational System for Latinxs</i>
14	26-Nov	<b>Class:</b> <i>Final Presentation Preparation</i>	<b>Reading:</b> <i>Conversation with Course Instructors on</i> <i>Project Development and Session Presentation</i> <i>Assignment</i>
	28-Nov	<b>Discussion:</b>	<b><u>Thanksgiving No Class</u></b>
15	3-Dec	<b>Class:</b>	Final Project Presentations Session #1
	5-Dec	<b>Discussion:</b> <i>Final paper Due December</i> <i>12/5 by 12:00pm on Canvas</i>	Final Project Presentations Session #2

(We reserve the right change the syllabus as the semester progresses)

### **CLASS REQUIREMENTS**

#### **Grading**

	<b>Assignments</b>	<b>Grade Weight</b>
1	Weekly Discussion Co-Leaders	<b>10%</b>
2	Attendance and Participation	<b>10%</b>
3	Critical Reflections (five total)	<b>25%</b>
4	Caminata and Reflection	<b>10%</b>
5	Group project presentation	<b>15%</b>
6	Ethnographic Autobiography	<b>10%</b>
7	Final Project paper	<b>20%</b>
	<b>TOTAL</b>	<b>100%</b>

## **Description of Class Assignments**

### *1. Weekly Discussion Co-Leaders*

Each student will be paired with another student to serve as a discussion co-leader for an assigned week's readings/topics. Each pair is expected to do the following:

- write a 1-page summary of the assigned readings for the week; include guiding questions and discussion points for class
- send 1-page summary to the instructors by 9am of your Tuesday class during your assigned week
- serve as co-facilitator (with instructor) for your assigned week

### *2. Attendance and Participation*

This course will use of Real-time Discussion Board on Canvas to serve as a forum for students to share their viewpoint on readings through in-class reflections during the course of the semester. Students will then share their Real-time Discussion Board post through open dialogue in seminar through instructor-led facilitation.

### *3. Critical Reflections*

Students will be asked to write five critical reflection papers (2 pages) on each of the following course activities:

- Film (“*La Mission*”)
- *Testimonios*
- Blanton Museum ethnography
- Racial Geography Tour
- Film (“*The Mask you Live In*”)

### *4. Caminata and Reflection*

As a class we will do a community walk @ East Austin to be announced prior to the *Caminata*. You will be responsible to take notes and write a one-page reflection of the experience.

### *5. Group Project Presentation*

Students will be required to work on a collaborative project with other students to present on a research topic discussed in the class, or on an instructor approved topic related to the course content. Guidelines for this presentation include an ignite presentation, PowerPoint presentation, poster, or other creative method required to present their findings.

### *6. Ethnographic Biography*

Students will be required to submit a 3-5-page Ethnographic Biography based on their personal reflections about their family, and personal past and current education and schooling experiences. In this paper, students will connect who they are to these schooling and educational experiences. For this paper, students should include some of the following aspects:

- Family background: ethnic/racial heritage, im/migration history, religious background, cultural practices, parents and grandparents educational background (schooling) and work history
- An examination of students' socio-economic class background and their experiences related to class

- Experiences and analysis of gender issues in their life
- Any other significant differences/experiences that impacted or did not impact (such as language, im/migration status, special needs, etc.), or may have been unaware of at the time, but now realize that they had an impact on student’s learning experiences (positive, negative or both), or of others around them

*7. Final Project Paper*

Students will also be required to submit a 5-7-page final paper in APA format based on the assigned group project. The assignment will consist of identifying a topic relevant to literature on the Latinx male student population, developing a research and delivery strategy, evaluate relevant sources, and present the gathering of this research. The citations and presentations of this research, both written and discussed, will be presented in APA formatting.

**Missed Assignments/Class**

Students are required to complete any missing assignments. Failure to complete all of the required assignments can result in failure of the course.

Please inform instructor if you do not plan to attend a class prior to missing class. Failure to inform instructor will affect attendance/participation grade. Students are allowed two unexcused class absence. Two unexcused absences, will reduce your grade by a letter grade. If you need special accommodations, please discuss them with the instructor prior to missing class.

**Grading Summary**

The final grades will be given as follows:

A	A-	B+	B	B-	C+	C	F (see instructor)
100 – 94	93 – 90	89 – 86	85 – 83	82 – 80	79 – 77	76 – 73	72 – 0

**COURSE POLICIES**

**Use of E-Mail for Official Correspondence to Students**

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>

**Religious Holy Days**

By UT Austin policy, you must notify us 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, we will give you an opportunity to complete the missed work within a reasonable time after the absence.

### **Use of CANVAS in Class**

In this class we will use CANVAS—a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>—to distribute course materials, to communicate and collaborate online, to post grades, and to submit assignments. You can find support in using Blackboard at the ITS Help Desk at (512) 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

### **Feedback Statement**

During this course we will be asking you to give us feedback on your learning in informal as well as formal ways, including through anonymous surveys about how our teaching strategies are helping or hindering your learning. It is very important for us to know your reaction to what we are doing in class, so we encourage you to respond to these surveys, ensuring that together we can create an environment effective for teaching and learning.

### **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. Together we'll 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.

### **Late Work**

Late work will be handled on a case-by-case basis. Generally, except in the case of an excused absence, work submitted after an assigned deadline will not be eligible for full credit. Please communicate with me if you are having problems keeping to the schedule. It is better to talk through problems than ignore them.

### **Absences**

If you are absent on the day that your team meets, you are responsible for providing your team with the necessary information to compensate for your absence. *It is crucial to keep in communication with your team members; you are responsible for letting both us and your team know if you cannot make it to a class.*

### **Excused Absence**

The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

*If you have to be absent, use your resources wisely.* Ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting

to discuss. Email specific questions you have in advance so that we can make the most of our time. “What did I miss?” is not specific enough.

### **Personal 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, 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 (<https://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.

### **University Resources for Students**

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. Together we’ll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

### **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 <https://diversity.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.

<https://www.cmhc.utexas.edu/individualcounseling.html>

### **Libraries**

<https://www.lib.utexas.edu>

### **Information Technology Services (ITS)**

<https://www.utexas.edu/its>

## **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: <https://wellnessnetwork.utexas.edu/BeVocal>.

## **Food Pantry & Career Clothes Closet**

Student Emergency Services in the Office of the Dean of Students has launched UT Outpost (UA9 Building, 2609 University Ave; ring bell for service) to support students on our campus that is equipped with a food pantry, and a career clothes closet to ensure every Longhorn has access to professional clothes for job and internship interviews. Emergencies and financial hardships can interfere with student success beyond the classroom, and this program will serve as an additional resource for students. Learn more:

<https://deanofstudents.utexas.edu/emergency/utoutpost.php>

## **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.

## **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](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

## **Emergency Evacuation**

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

## **University Policies**

### 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.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. 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 and the University Honor Code which can be found at the following web address: <http://deanofstudents.utexas.edu/conduct/standardsconduct.php>