

Introduction to Public History

Fall 2024

Instructor information

Instructor

Cady Hammer

Email

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Class Time

Tuesdays and Thursdays, 1:00-2:30 pm

Office Hours

Tuesdays and Thursdays, 2:30-4 pm; by appointment

General Information

Description

This course is designed to introduce you to the multifaceted field of public history, or in other words, all the various ways that history is shared with the community using skills and methods outside of the traditional academic classroom. In this class, you will learn the basic tenets of public history and the events and organizations responsible for establishing the field. We will explore many of the different institutions that engage in public history, such as museums, archives, and historic societies, culminating in a deep dive into what it takes to create a museum from conception to completion as well as an individual exhibit. By the end of this course, you will have a strong understanding of current public history issues and programs and will be able to look ahead to what the future holds for the practice.

Learning Outcomes

By the end of this course, you will:

- Understand the fundamental principles and practices of public history.
- Evaluate a wide range of public history institutions and their programming to identify the various manners in which they engage with the public and to what degree of success.
- Produce an exhibit plan of your own that tackles any historical topic that you want to engage with.

Course Materials

Required Texts

The only book that I will require you to have on hand is the following:

Lyon, Cherstin M., Elizabeth M. Nix, and Rebecca K. Shrum. *Introduction to Public History: Interpreting the Past, Engaging Audiences*. Lanham, Maryland: Rowman & Littlefield Publishers, 2017.

Everything else I will provide to you via Canvas.

Course Requirements and Grade Breakdown

Course Requirements

Reading Summaries, Reflections, and Evaluations: The bulk of your grade in this class will be based on your week-to-week coursework and your responses to it. Every week, you will be responsible for producing two reading summaries for each class day's reading assignments. I don't want to tie you down to a specific word count for these summaries because of the varying lengths of different readings, but I do expect to see approximately a five- to seven-sentence paragraph per reading for works that are over ten pages and at three- to five-sentence summaries for works under ten pages. Additionally, every Friday, you will submit a reflection page of at least 300 words that will share your thoughts on the week's readings as well as discussions that were held in class. For additional participation points, you can submit a longer reflection (see Participation and Attendance section for more information). For certain weeks, you will also be tasked with searching for and evaluating public history examples from different categories. Those will be due by Thursday's class time and should be at least 500 words.

Participation and Attendance: Attendance and participation are important components of any undergraduate course. I want you to be present in class and engaging with the material as much as possible. That being said, I do understand that undergraduate life can be very difficult and may require you to miss class, whether due to other coursework and project deadlines, physical illnesses, or requiring a mental health day to get you through the next several weeks. Therefore, you can have **three** absences in this class for any reason, no questions asked. All that I ask is that you give me a heads up as best as you can or get back to me shortly after in extenuating circumstances. Please also refer to the Excused Absence Policy listed later in the syllabus. If you do miss two classes in the same week, I do require that you schedule a meeting with me once you return to speak about the coursework that you missed.

For in-class participation, I am also relatively flexible. I do want every student to make an effort to speak during class discussions and offer answers to my questions during lectures. I also expect every student to speak multiple times throughout the semester. However, for those of you who don't always feel comfortable volunteering answers in class, I want to offer alternative opportunities for you to receive full participation points. Because of this, I will take into count reflection submissions that are 500 words or more. Remember: this does not negate speaking up in class, but I hope that it will relieve some anxiety surrounding participation grades.

Midterm Essay: You will write a 4-5-page essay that offers an evaluation of three specific organizations or projects within your chosen category of public history institution: museums, archives, libraries, historic houses, historic sites, historic houses, or government agencies that deal with historic preservation. This essay will be due on **Friday, October 18th by 5 pm**. (Times New Roman, size 12 font, double-spaced) More details to come later in the semester.

Final Project: Your final project in this course will be to create an exhibition plan surrounding a historical topic of your choice. I want you to explore the bounds of primary sources, museum collections, and archival holdings out in the world to put together an exhibit that you are passionate about. This will be a no-holds-barred, no budget needed project (though you will need to stay within objects and resources that currently exist and are known). You will create an exhibit overview, an exhibit narrative, and a list of at least ten objects or images and four primary source documents that your exhibit will feature, with accompanying label text for each that presents details for each item and places it in context with the rest of the exhibit. More details to come later in the semester. Your final project will be due on **Wednesday, December 4th by 5 pm**.

Final Presentation: Your final presentation will be a substantial preview of your exhibit for the class to observe and offer constructive feedback on before the final project deadline. This should involve a PowerPoint presentation and will be approximately 7-8 minutes per student. Presentations will be held on **November 19th** and **November 21st**.

Grade Breakdown

- Reading Summaries, Reflections, and Evaluations: 30%
- Participation and Attendance: 15%
- Midterm Essay: 20%
- Final Project: 25%
- Final Presentation: 10%

Course Schedule

| Week | Topic | Reading | Assignment |
|-------------------------|---|--|---|
| Week 1 | Introduction to the Course | | |
| August 20 th | | Read over syllabus. | Write a brief introduction of yourself to me and the class. Answer the following questions: <ul style="list-style-type: none"> - Name - Year - What are you studying? - Favorite example of public history (museum/historic site/archive, etc.) |
| August 22 nd | Introduction to the Public's Perception of History and Introduction to the Public History Field | <p>"About The Field." National Council on Public History, June 28, 2022. https://ncph.org/what-is-public-history/about-the-field/</p> <p>"Code of Ethics and Professional Conduct." National Council on Public History, March 26, 2018. https://ncph.org/about/gover</p> | <ul style="list-style-type: none"> - Why did you decide to take this class? (There are no wrong answers!) <p>No reading summary or reflection due this week!</p> |

| Week | Topic | Reading | Assignment |
|--------|-------------------------|--|------------|
| | | <p data-bbox="808 159 1198 264">nance-committees/code-of-ethics-and-professional-conduct/</p> <p data-bbox="808 317 1198 562">Rosenzweig, Roy, and David Thelen. "The Presence of the Past: Popular Uses of History in American Life." In <i>The Public History Reader</i>, 30-55. New York: Routledge, 2013.</p> <p data-bbox="808 621 1198 888">Burkholder, Pete, and Dana Schaffer. "A Snapshot of the Public's Views on History: National Poll Offers Valuable Insights for Historians and Advocates." <i>Perspectives on History</i> 59, no. 6 (August 30, 2021).</p> <p data-bbox="808 894 1198 1167">https://www.historians.org/publications-and-directories/perspectives-on-history/september-2021/a-snapshot-of-the-publics-views-on-history-national-poll-offers-valuable-insights-for-historians-and-advocates.</p> | |
| Week 2 | What is Public History? | <p data-bbox="808 1318 1198 1451">Chapter 1, "Introducing Public History," from <i>Introduction to Public History: Interpreting the Past, Engaging Audiences</i> Reading Summary</p> <p data-bbox="808 1507 1198 1745">Kelley, Robert. "Public History: Its Origins, Nature, and Prospects." <i>The Public Historian</i> 1, no. 1 (1978): 16-28. https://doi.org/10.2307/3377666.</p> <p data-bbox="808 1843 1198 1911">Chapter 2, "Thinking Historically," from</p> | |

| Week | Topic | Reading | Assignment |
|----------------------------|---------------------------|---|--|
| August 29 th | | <p><i>Introduction to Public History: Interpreting the Past, Engaging Audiences</i></p> <p>Grele, Ronald J. "Whose Public? Whose History? What Is the Goal of a Public Historian?" <i>The Public Historian</i> 3, no. 1 (1981): 40-48. https://doi.org/10.2307/3377160.</p> <p>Liddington, Jill. "What Is Public History? Publics and Their Pasts, Meanings and Practices." <i>Oral History</i> 30, no. 1 (2002): 83-93. http://www.jstor.org/stable/40179644.</p> | <p>Reading Summary</p> <p>Reflection</p> |
| Week 3 | History of Public History | | |
| September 3 rd | | "The History Museum," from <i>Museums in Motion</i> , pgs 113-138 | Reading Summary |
| September 5 th | | <p>Cauvin, Thomas. "The Rise of Public History: An International Perspective." <i>Historia Crítica</i>, no. 68, 2018. https://www.redalyc.org/journal/811/81156122001/html/.</p> <p>Chapter 2, "A Long History of Public History," from <i>Public History: A Textbook of Practice</i></p> | <p>Reading Summary</p> <p>Reflection</p> |
| Week 4 | Museums: Week 1 | | |
| September 10 th | | <p>"To Collect," from <i>Museums in Motion</i>, pgs 203-221.</p> <p>Chapter 4, "Collecting History," from <i>Introduction to Public History: Interpreting the Past, Engaging Audiences</i></p> | Reading Summary |

| Week | Topic | Reading | Assignment |
|----------------------------|-----------------|--|--|
| September 12 th | | <p data-bbox="808 205 1214 275">“To Exhibit,” from <i>Museums in Motion</i>, pgs 253-278</p> <p data-bbox="808 327 1214 495">Chapter 5, “Interpreting and Exhibiting History,” from <i>Introduction to Public History: Interpreting the Past, Engaging Audiences</i></p> | <p data-bbox="1216 205 1487 237">Reading Summary</p> <p data-bbox="1216 296 1487 737">Evaluation: Compare and contrast two exhibits from two different museums. Evaluate what items in their collections that they use, how they present their intended narrative, any interactive/engaging elements, etc.</p> <p data-bbox="1216 789 1354 821">Reflection</p> |
| Week 5 | Museums: Week 2 | <p data-bbox="808 846 1214 947">“To Interpret and To Engage,” from <i>Museums in Motion</i>, pgs 281-303</p> | Reading Summary |
| September 17 th | | <p data-bbox="808 999 1214 1272">Hughes, Margaret W. “Bridging the Divide: Mission and Revenue in Museum Programming.” <i>The Journal of Museum Education</i> 35, no. 3 (2010): 279-88. http://www.jstor.org/stable/25801361.</p> <p data-bbox="808 1325 1214 1598">Utt, Emily, and Steven L. Olsen. “A Sense of Place in Museum Public Programming: Three Case Studies.” <i>The Journal of Museum Education</i> 32, no. 3 (2007): 295-302. http://www.jstor.org/stable/40479620.</p> <p data-bbox="808 1650 1214 1921">Ziska, Deborah. “Seizing the Moment: How Museum Outreach and Programming Can Champion Overlooked Communities.” <i>American Alliance of Museums</i> (blog), February 2, 2024. https://www.aam-</p> | |

| Week | Topic | Reading | Assignment |
|----------------------------|-------|--|---|
| September 19 th | | <p>us.org/2024/02/02/seizing-the-moment-how-museum-outreach-and-programming-can-champion-overlooked-communities/.</p> | |
| | | <p>Styx, Lauren. "The Impact of Teen-Centered Intensive Programming in Museums." <i>MuseumNext</i>, February 19, 2022. https://www.museumnext.com/article/teen-centered-intensive-programming-in-art-museums/.</p> | |
| | | <p>Taylor, Edward W., and Amanda C. Neill. "Museum Education: A Nonformal Education Perspective." <i>The Journal of Museum Education</i> 33, no. 1 (2008): 23-32. http://www.jstor.org/stable/40479602.</p> | <p>Reading Summary</p> <p>Evaluation: Find two examples of tours, workshops, special events, or other educational programming from two different museums. Share what drew you to these examples and how you think they accomplish the museum's mission.</p> |
| | | <p>Franco, Barbara. "Advocacy for Education in Museums." <i>The Journal of Museum Education</i> 35, no. 3 (2010): 229-35. http://www.jstor.org/stable/25801356.</p> | |
| | | <p>Munley, Mary Ellen, and Randy Roberts. "Are Museum Educators Still Necessary?" <i>The Journal of Museum Education</i> 31, no. 1 (2006): 29-39. http://www.jstor.org/stable/40283904.</p> | Reflection |
| | | <p>Bowers, Betsy. "A Look at Early Childhood Programming in Museums." <i>The Journal of Museum Education</i> 37, no. 1 (2012): 39-47.</p> | |

| Week | Topic | Reading | Assignment |
|----------------------------|------------------------|---|--|
| | | http://www.jstor.org/stable/41705807 . | |
| Week 6 | Archives and Libraries | | |
| September 24 th | | Chapter 15, “Archives and Public History: A Developing Partnership,” from <i>What is Public History Globally? Working with the Past in the Present</i> , pgs 199-212 | Reading Summary |
| | | Chapter 7, “Archiving,” from <i>Public History: A Textbook of Practice</i> | |
| | | Manuel, Jeff. “Public History and Public Libraries: A Natural Affinity.” National Council on Public History (blog), April 28, 2015. https://ncph.org/history-at-work/public-history-and-public-libraries/ . | |
| | | Marcum, Deanna. “Archives, Libraries, Museums: Coming Back Together?” <i>Information & Culture</i> 49, no. 1 (2014): 74-89. http://www.jstor.org/stable/43737382 . | |
| September 26 th | | Cifor, Marika, Michelle Caswell, Alda Allina Migoni, and Noah Geraci. “‘What We Do Crosses over to Activism’: The Politics and Practice of Community Archives.” <i>The Public Historian</i> 40, no. 2 (2018): 69-95. https://www.jstor.org/stable/26504393 . | Reading Summary Evaluation: Explore the UH Library’s archival collections or your state or local community library’s archives. What collections stand out to you? Which would you |

| Week | Topic | Reading | Assignment |
|-------------------------|------------------------------------|--|---|
| | | <p>Weldon, Edward. "Archives and the Practice of Public History." <i>The Public Historian</i> 4, no. 3 (1982): 49-58. https://doi.org/10.2307/3377465.</p> <p>Caswell, Michelle. "Seeing Yourself in History: Community Archives and the Fight Against Symbolic Annihilation." <i>The Public Historian</i> 36, no. 4 (2014): 26-37. https://doi.org/10.1525/tph.2014.36.4.26.</p> | <p>possibly like to work with someday?</p> <p>Reflection</p> |
| Week 7 | Historic Houses and Historic Sites | | |
| October 1 st | | <p>Frey, Patrice. "Why Historic Preservation Needs a New Approach." <i>Bloomberg News</i>, February 8, 2019. https://www.bloomberg.com/news/articles/2019-02-08/why-historic-preservation-needs-anew-approach.</p> <p>Matos Rodriguez, Felix V. "'The 'Browncoats' Are Coming': Latino Public History in Boston." <i>The Public Historian</i>, 23 (Fall 2001): 15-28.</p> <p>Suzannah Lipscomb, "Historical Authenticity and Interpretive Strategy at Hampton Court Palace" <i>The Public Historian</i> 32 (3) (2010) p. 98-119.</p> | Reading Summary |
| October 3 rd | | <p>Gail Brown, "Wounded Knee: The Conflict of Interpretation" in Paul A. Shackel, ed. <i>Myth, Memory and the Making of the American Landscape</i></p> | <p>Reading Summary</p> <p>Evaluation: Pick two historic houses or sites in your</p> |

| Week | Topic | Reading | Assignment |
|--------------------------|--|---|---|
| | | <p>(Gainesville, FL: University Press of Florida, 2001) p. 103-118.</p> <p>Chapter 2, "Gender Politics and the Orchard House Museum," from <i>Domesticating History: The Political Origins of America's House Museums</i></p> | <p>home state or country and share their histories. What topics do they cover? What are their missions? What exhibits or programming do they offer?</p> <p>Reflection</p> |
| Week 8 | Historic Societies and Government Agencies | | |
| October 8 th | | <p>Chapter 3, "The States: The Backbone of Preservation from <i>A Richer Heritage: Historic Preservation in the Twenty-First Century</i>, pgs 81-116</p> <p>Waskiewicz, Lyn. "The Role of the Historical Society in Historic Preservation." <i>The Georgia Historical Quarterly</i> 63, no. 1 (1979): 60-67. http://www.jstor.org/stable/40580078.</p> | Reading Summary |
| October 10 th | | <p>Douglas R. Appler. "Municipal Archaeology Programs and the Creation of Community Amenities." <i>The Public Historian</i> 34, no. 3 (2012): 40-67. https://doi.org/10.1525/tph.2012.34.3.40.</p> <p>VAN ENGEN, ABRAM C. "Pursuing the 'True History' of America: American Exceptionalism and the Making of the Massachusetts Historical Society." <i>Massachusetts Historical Review (MHR)</i> 21 (2020): 75-101.</p> | <p>Reading Summary</p> <p>Evaluation: Find one historic society and one local historical preservation effort in your home state or country. Evaluate their goals and current and past projects.</p> <p>Reflection</p> |

| Week | Topic | Reading | Assignment |
|--------------------------|-----------------------------------|---|--|
| | | https://www.jstor.org/stable/27023725 . | |
| Week 9 | Digital History | | |
| October 15 th | | <p>“Virtual Experiences,” from <i>Manual of Museum Exhibitions</i>, pgs 184-206</p> <p>“Digital Readiness and Innovation in Museums.” Knight Foundation, October 16, 2020, pgs 1-10. https://knightfoundation.org/wp-content/uploads/2020/10/Digital-Readiness-and-Innovation-inMuseums-Report.pdf.</p> | Reading Summary |
| October 17 th | | <p>Romein, C. Annemieke, Max Kemman, Julie M. Birkholz, James Baker, Michel De Gruijter, Albert Meroño-Peñuela, Thorsten Ries, Ruben Ros, and Stefania Scagliola. “State of the Field: Digital History.” <i>History</i> 105, no. 365 (2020): 291-312. https://doi.org/10.1111/1468-229X.12969.</p> <p>Aydin, Serdar, and Marc Aurel Schnabel. “The Museum of Gamers: Unmediated Cultural Heritage Through Gaming in Educational Technology Research and Development” in Borowiecki, Karol Jan, Neil Forbes, and Antonella Fresa, eds. <i>Cultural Heritage in a Changing World</i>. Springer, 2017, pp. 125-141.</p> | <p>Reading Summary</p> <p>Evaluation: Find two digital history projects online and evaluate their missions, their components, and their potential audiences. What do you think they do successfully, and what would you add or change about the project?</p> <p>Reflection</p> <p>Midterm Essay due by 5 pm on Friday, October 18th</p> |
| Week 10 | A Case Study in Creating A Museum | | Reading Summary |

| Week | Topic | Reading | Assignment |
|--------------------------|--------------------------------------|--|--|
| October 22 nd | | Introduction, Chapters 1-2 of <i>Preserving Memory: The Struggle To Create America's Holocaust Museum</i> . | |
| October 24 th | | Chapters 3-4, Conclusion of <i>Preserving Memory: The Struggle To Create America's Holocaust Museum</i> . | Reading Summary Reflection |
| Week 11 | Creating An Exhibit | | |
| October 29 th | | <p>"Where Do Exhibition Ideas Come From?" from <i>Manual of Museum Exhibitions</i>, pgs 43-47.</p> <p>"Permanent Collection Displays," from <i>Manual of Museum Exhibitions</i>, pgs 155-168.</p> <p>"Curatorship and Content Development," from <i>Manual of Museum Exhibitions</i>, pgs 327-352.</p> | Reading Summary |
| October 31 st | | <p>"A Guide To Exhibit Development." Washington, D.C.: Smithsonian Institution, April 2018. https://exhibits.si.edu/wp-content/uploads/2018/04/Guide-to-Exhibit-Development.pdf.</p> <p>Bogle, Elizabeth (2013). <i>Museum Exhibition Planning and Design</i>, Phases of exhibition planning, development, p. 7-23.</p> | Reading Summary Reflection: Please include your thoughts on what topic you might want to explore in your final project. |
| Week 12 | Current Public History Issues | | Reading Summary |

| Week | Topic | Reading | Assignment |
|--------------------------|-------|---|------------|
| November 5 th | | <p data-bbox="810 159 1219 478">‘Nobody was expecting it’: British Museum warned reputation seriously damaged and treasures will take decades to recover -- https://www.theguardian.com/culture/2023/aug/26/british-museum-reputation-damaged-treasures-loss</p> <p data-bbox="810 537 1219 856">Phillips, Justin. “S.F. Has Diverse Museums, so Why Are the Crowds Mostly White?” San Francisco Chronicle, June 27, 2023. https://www.sfchronicle.com/bayarea/justinphillips/article/museumdiversity-18162073.php.</p> <p data-bbox="810 915 1219 1255">Armstrong, Jackie. “3 Trauma-Informed Practices for Museums to Follow.” Alliance Blog. American Alliance of Museums (blog), May 12, 2023. https://www.aam-us.org/2023/05/12/3-traumainformed-practices-for-museums-to-follow/.</p> <p data-bbox="810 1314 1219 1562">Chapter 23, “ICOM and Sustainable Futures: On Sustainability and Implementing Agenda 230,” from <i>What Is A Museum?: Perspectives From National and International Museum Leaders</i>, pgs 143-150.</p> <p data-bbox="810 1621 1219 1852">Khashan, Natanya. “Catalyzing Inclusion: Steps toward Sustainability in Museums.” In <i>Diversity, Equity, Accessibility, and Inclusion in Museums</i>, edited by Johnnetta Betsch Cole and Laura L. Lott, 61-68.</p> | |

| Week | Topic | Reading | Assignment |
|--------------------------|-------|---|---|
| November 7 th | | <p>Lanham: Rowman & Littlefield, 2019.</p> <p>Museum for Climate Action. “Coping with Change: Climate Adaptation and Resilience.” Toolbox. Accessed April 11, 2024. https://www.museumsforclimateaction.org/mobilise/toolbox/copingwith-change-climate-adaptation-and-resilience.</p> <p>Chapter 16, “‘Dysmantaling’ A Museum,” from <i>What Is A Museum?: Perspectives From National and International Museum Leaders</i>, pgs 95-102.</p> <p>The Inclusive Historian’s Handbook. “View from the Field: Equity-Oriented and Anti-Racist Curatorial Practice,” December 23, 2020. https://inclusivehistorian.com/view-from-the-fieldequity-oriented-and-anti-racist-curatorial-practice/.</p> <p>Seymour, Tom. “Leading Museum Directors to Debate Whether Institutions Can Remain Objective in a Politically Volatile World.” <i>The Art Newspaper</i>, August 19, 2022. https://www.theartnewspaper.com/2022/08/19/how-should-museums-lead-in-a-volatile-worldicom-conference-prague.</p> <p>Raicovich, Laura. “Museum Resolution: Dismantle the Myth of Neutrality.” <i>Magazine</i>. Walker Art,</p> | <p>Reading Summary</p> <p>Evaluation: Find two articles of your own on current issues in public history and summarize them. Be prepared to share them in class.</p> <p>Reflection</p> |

| Week | Topic | Reading | Assignment |
|---------------------------|--------------------------|---|---|
| | | <p>January 8, 2019. https://walkerart.org/magazine/soundboard-museum-resolutions-lauraraicovich.</p> | |
| | | <p>MASS Action. “Museums and Anti-Racism: A Deeper Analysis.” Blog, October 30, 2020. https://www.museumaction.org/massaction-blog/2020/10/30/museums-and-anti-racism-a-deeper-analysis.</p> | |
| | | <p>Hatzipanagos, Rachel. “The ‘Decolonization’ of the American Museum.” The Washington Post, October 11, 2018. https://www.washingtonpost.com/nation/2018/10/12/decolonizationamerican-museum/.</p> | |
| Week 13 | Future of Public History | | |
| November 12 th | | <p>Latest issue of AAM Trendswatch (Center for the Future of Museums Blog)</p> | Reading Summary |
| November 14 th | Wrap-up | | <p>Evaluation: Find two articles of your own on potential future issues in public history and summarize them. Be prepared to share them in class.</p> |
| | | | Final Course Reflection |
| Week 14 | Final Presentations | | |
| November 19 th | | | Final Presentations due |
| November 21 st | | | |

Additional information and resources

Mental Health and Wellness Resources

The University of Houston has a number of resources to support students' mental health and overall wellness, including [CoogsCARE](#) and the [UH Go App](#). [UH Counseling and Psychological Services \(CAPS\)](#) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides individual and couples counseling, group therapy, workshops and connections to other support services on and off campus. For assistance visit uh.edu/caps, call 713-743-5454, or visit a [Let's Talk](#) location in-person or virtually. [Let's Talk](#) are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed.

The [Student Health Center](#) offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment.

The [A.D. Bruce Religion Center](#) offers spiritual support and a variety of programs centered on well-being.

Need Support Now? If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text [988](tel:988), or chat 988lifeline.org.

Academic Honesty Policy

High ethical standards are critical to the integrity of any institution, and bear directly on the ultimate value of conferred degrees. All UH community members are expected to contribute to an atmosphere of the highest possible ethical standards. Maintaining such an atmosphere requires that any instances of academic dishonesty be recognized and addressed. The [UH Academic Honesty Policy](#) is designed to handle those instances with fairness to all parties involved: the students, the instructors, and the University itself. All students and faculty of the University of Houston are responsible for being familiar with this policy.

Title IX/Sexual Misconduct

Per the UHS Sexual Misconduct Policy, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexualmisconduct/resources/>.

Reasonable Academic Adjustments/Auxiliary Aids

The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/>, calling (713) 743-5400, or emailing jdcenter@Central.UH.EDU.

Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) and [Graduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Security Escorts and Cougar Ride

UHPD continually works with the University community to make the campus a safe place to learn, work, and live. The security escort service is designed for the community members who have safety concerns and would like to have a Security Officer walk with them, for their safety, as they make their way across campus. Based on availability either a UHPD Security Officer or Police Officer will escort students, faculty, and staff to locations beginning and ending on campus. If you feel that you need a Security Officer to walk with you for your safety, please call [713-743-3333](tel:713-743-3333). Arrangements may be made for special needs.

Parking and Transportation Services also offers a late-night, on-demand shuttle service called "Cougar Ride" that provides rides to and from all on-campus shuttle stops, as well as the MD Anderson Library, Cougar Village/Moody Towers and the UH Technology Bridge. Rides can be requested through the UH

Go app. Days and hours of operation can be found at <https://uh.edu/afuniversity-services/parking/cougar-ride/>.

Syllabus Changes

Please note that the instructor may need to make modifications to the course syllabus. Notice of such changes will be announced as quickly as possible through email and Canvas announcements.