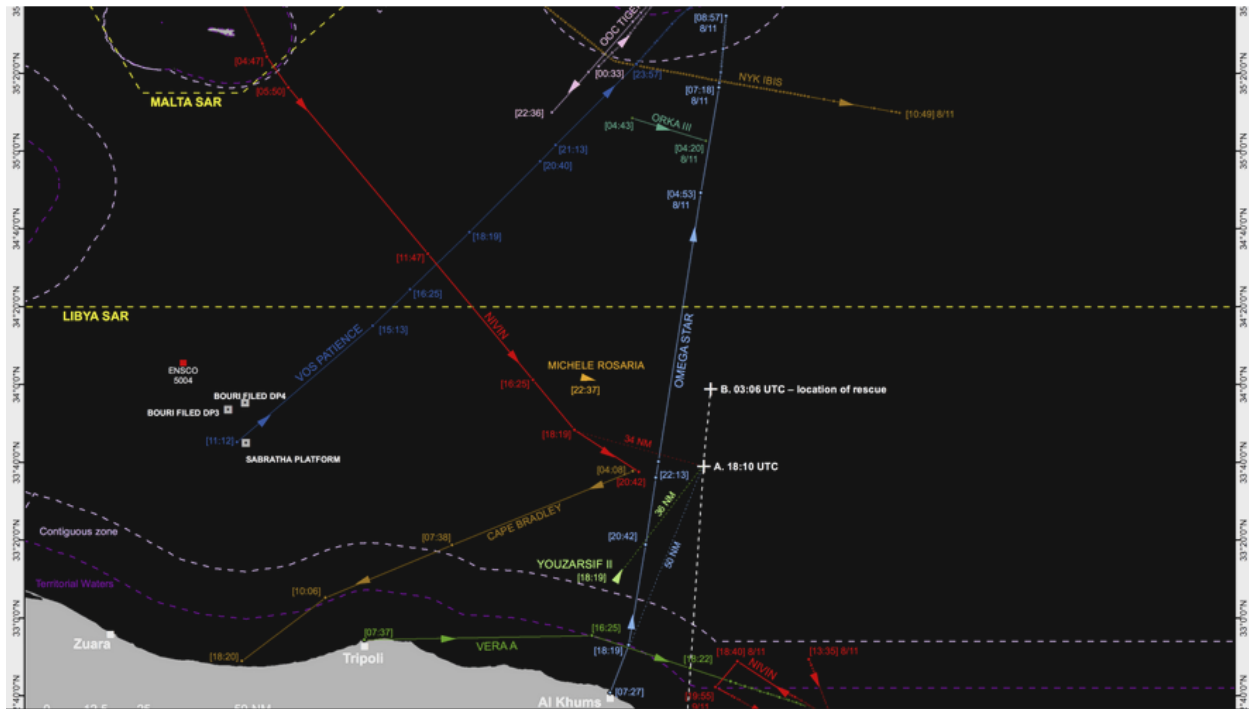


# Society, Data, and Space



Private pushback of the Nivin, [Forensic Architecture](#)

Fall 2021

Contemporary Issues in Architecture

3 semester credit hours

Julie Zook

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## ARCH 3314

Contemporary issues in architectural theory and history utilizing precedents from early 20th century to present. May be repeated for credit.

This course uses digital humanities perspectives and methods to shape inquiries on the constructed world with emphasis on analyzing, representing, and asking questions of and about data. It reviews key precedents from the 20<sup>th</sup> and 21<sup>st</sup> century on data and design.

## STUDENT LEARNING OBJECTIVES<sup>1</sup>, PERFORMANCE OBJECTIVE, & GRADING

student learning objectives (SLOs)	associated performance objectives	evaluation/grading
Understanding and applying digital humanities methods to the study of built environments	Creation of a web-hosted digital humanities mapping project on built environment/s	50% grade, final project 50% grade, homework
(Attendance)		After three absences, mark-down of one point from the final grade per absence for each absence.  Let me know if you need a Zoom option due to extenuating circumstances.

For this course, you will specifically learn the following:

1. How to obtain data
2. How to analyze data
3. How to visualize data
4. How to create interactive web-based maps
5. How to publish a website
6. How to develop and maintain a critical perspective on data and mapping and their relation to our understanding and action on built environments.

Grading follows standards from TTU Operating Policy 32.12.

A = Excellent; B = Good; C = Average; D = Inferior (passing, but not necessarily satisfying degree requirements); F = Failure

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<sup>1</sup> Develops skills related to: NAAB student criterion 1. “*Health, Safety, and Welfare in the Built Environment*—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.”

# DETAILED SCHEDULE OF CLASS MEETINGS

## Subject to change

You will need to bring your laptop to class every day as we will work on projects in class. Overall, the class meeting time is split between lab time (around half) and lectures-discussions- presentations (the other half), though these activities will sometimes overlap in the same class meetings.

There is a basic taxonomy of class meetings for the semester, and these appear in the table below: Lecture, Report, Discussion, and Presentation. Lecture days, as you might infer, are prepared talks on a topic. Report days are your brief and informal presentations on a specific task or reading; these are very, very short and more casual than presentation days, which take place at the end of the semester. Discussion days are structured around our shared reflections on readings. Late in the semester, two weeks will be devoted to in-person one-on-one meetings to advance your projects instead of class meetings.

In terms of class mechanics, unless otherwise noted, the course resources and instructions that you need are included in the table below.

**Please submit your homework to the class Miro board (link to be provided) before class begins.**

MEETING	DATE TOPIC	MEETING TYPE	IN-CLASS MEETING	HAVE READY FOR CLASS
1	W Au 25 Welcome	(Intro)	<p><b>What will we make this semester? (syllabus review)</b></p> <p><a href="https://pudding.cool/">https://pudding.cool/</a></p> <p><a href="https://www.informationisbeautifulawards.com/">https://www.informationisbeautifulawards.com/</a></p> <p><a href="http://miriamposner.com/classes/dh201w21/final-project/last-years-projects/">http://miriamposner.com/classes/dh201w21/final-project/last-years-projects/</a></p>	
2	F Au 27 Digital humanities	Lecture	<p><b>How did they make that?</b> (video lecture), Dr. Mariam Posner</p> <p><a href="http://miriamposner.com/classes/dh201w21/schedule/">http://miriamposner.com/classes/dh201w21/schedule/</a> (see Jan 5)</p> <p>Homework 1 issued:  <b>Reverse engineer a digital humanities project</b></p> <p>Choose one of the digital humanities projects listed below and reverse engineer how it was created.</p> <p>Specifically, provide a short write up of the following points, including screen grabs for each point. Refer to the Posner video as needed. Overall contents should follow this posting by Posner: <a href="http://miriamposner.com/blog/how-did-they-make-that/">http://miriamposner.com/blog/how-did-they-make-that/</a></p> <ol style="list-style-type: none"> <li>1. Identify the kind of digital humanities project you are reverse engineering (e.g., mapping, data visualization, exhibit)?</li> <li>2. Describe the underlying data and its source.</li> <li>3. Describe how the data is processed.</li> <li>4. Describe how the data is presented.</li> <li>5. Provide definitions of any technical terms.</li> <li>6. Share this material to the course Miro.</li> </ol> <p>Digital humanities projects to reverse engineer</p> <p>* Various candidate projects: <a href="http://digitalscholarship.ohio5.org/example-projects/">http://digitalscholarship.ohio5.org/example-projects/</a></p> <p>* Black Digital Humanities Projects and Resources: <a href="https://docs.google.com/document/d/1rZwucjyAAR7QiEZI238_hhRPXo5-UKXt2_KCrwPZkiQ/edit#">https://docs.google.com/document/d/1rZwucjyAAR7QiEZI238_hhRPXo5-UKXt2_KCrwPZkiQ/edit#</a></p>	

MEETING	DATE TOPIC	MEETING TYPE	IN-CLASS MEETING	HAVE READY FOR CLASS
			<p>* US Latinx and Southwestern Digital Humanities Projects: <a href="https://docs.google.com/spreadsheets/d/1wtOeET-fLvCv4ZYKxj0xiB6mqh3GfFqvRv8U9LVr_OkM/edit#gid=437937">https://docs.google.com/spreadsheets/d/1wtOeET-fLvCv4ZYKxj0xiB6mqh3GfFqvRv8U9LVr_OkM/edit#gid=437937</a></p> <p>* An TX project: Texas Freedom Colonies Atlas: <a href="https://andrearobertsphd.com/the-texas-freedom-colonies-project/">https://andrearobertsphd.com/the-texas-freedom-colonies-project/</a></p>	
3	M Au 30 Digital humanities	Report	<p><b>2-min report on “Reverse Engineering a Digital Humanities Project”</b></p> <p>Homework 2 issued:  <b>Read and answer questions, “The Computational Turn”</b>  <a href="https://sro.sussex.ac.uk/id/eprint/49813/1/BERRY_2011-THE_COMPUTATIONAL_TURN_THINKING_ABOUT_THE_DIGITAL_HUMANITIES.pdf">https://sro.sussex.ac.uk/id/eprint/49813/1/BERRY_2011-THE_COMPUTATIONAL_TURN_THINKING_ABOUT_THE_DIGITAL_HUMANITIES.pdf</a></p> <ol style="list-style-type: none"> <li>Berry notes that “discrete encoding” of the infinite flow of information in the world is prerequisite to computation. What is discrete encoding? What is at stake in the transformation of information into discrete elements?</li> <li>What are the values and/or disciplines around which universities have defined themselves? How might the digital shape the future of universities, especially in how universities relate to society?</li> <li>What is “Bildung”?</li> <li>What is the difference between developing a digital intellect and a digital intelligence?</li> <li>Give some examples of what the following statement might mean for architects: “At all levels of society, people will increasingly have to turn data and information into usable computational forms in order to understand it at all.”</li> <li>Post your answers to the questions above to the course Miro.</li> </ol> <p><b>Read and answer question “Humanities Approaches to Graphical Display”</b> <a href="http://www.digitalhumanities.org/dhq/vol/5/1/000091/000091.html">http://www.digitalhumanities.org/dhq/vol/5/1/000091/000091.html</a></p> <ol style="list-style-type: none"> <li>What are some main points in Drucker’s perspective on data?</li> </ol>	Homework 1: Reverse Engineering
4	W Sep 1 Digital humanities	Discussion	<b>Discussion of readings</b>	Homework 2: Answers on <i>The Computational Turn and Humanities Approaches</i>
5	F Sep 3 Obtaining data	Lab	<p><b>Potential data sources</b></p> <p>Homework 3 issued:  <b>Review potential data sources, develop a research question, and select a data source. Identify 3 options.</b>  Your data source should have some form of place data. You can find your own data source or look at some potential sources here:</p>	

MEETING	DATE TOPIC	MEETING TYPE	IN-CLASS MEETING	HAVE READY FOR CLASS
			<p>1. Data scientist Jeremy Singer-Vine's table of data: <a href="https://docs.google.com/spreadsheets/d/1wZhPLM-CHKJvwOkP4juclhjFqgLY8fQF-MemwKL2c64vk/edit#gid=0">https://docs.google.com/spreadsheets/d/1wZhPLM-CHKJvwOkP4juclhjFqgLY8fQF-MemwKL2c64vk/edit#gid=0</a></p> <p>Also here: <a href="https://www.data-is-plural.com/c/confirm/">https://www.data-is-plural.com/c/confirm/</a></p> <p>2. Articles on "The pudding" sometimes have downloadable data, but you will need to make something with it that is distinct from the article: <a href="https://pudding.cool/">https://pudding.cool/</a></p> <p>3. A specifically "digital humanities" database aggregator: <a href="http://dhresourcesforprojectbuilding.pbworks.com/w/page/69244469/Data%20Collections%20and%20Datasets">http://dhresourcesforprojectbuilding.pbworks.com/w/page/69244469/Data%20Collections%20and%20Datasets</a></p> <p>4. A Reddit thread: <a href="https://www.reddit.com/r/datasets/">https://www.reddit.com/r/datasets/</a></p> <p>Below are some more specific data sources:</p> <p>5. Geographically segmented COVID data: <a href="https://delphi.cmu.edu/covidcast/export/">https://delphi.cmu.edu/covidcast/export/</a></p> <p>6. Data on police interactions by city: <a href="https://codeforamerica.github.io/PoliceOpenDataCensus/">https://codeforamerica.github.io/PoliceOpenDataCensus/</a></p> <p>7. Post World War II Coups de etats: <a href="https://databank.illinois.edu/datasets/IDB-9651987">https://databank.illinois.edu/datasets/IDB-9651987</a></p> <p>8. Opera performances around the world, 2013-2018: <a href="https://dataverse.harvard.edu/dataset.xhtml?persistentId=doi:10.7910/DVN/8LUFN8">https://dataverse.harvard.edu/dataset.xhtml?persistentId=doi:10.7910/DVN/8LUFN8</a></p> <p>9. Mexican migration to the US: <a href="https://mmp.opr.princeton.edu/databases/dataoverview-en.aspx">https://mmp.opr.princeton.edu/databases/dataoverview-en.aspx</a></p> <p>10. Police surveillance: <a href="https://atlasofsurveillance.org/">https://atlasofsurveillance.org/</a></p> <p>11. Lighthouses of England and Wales: <a href="https://re-share.ukdataservice.ac.uk/854522/">https://re-share.ukdataservice.ac.uk/854522/</a></p> <p>12. You can find or make your own data source. This can come from prior projects. You can manually assign geographic data if needed.</p>	
-	M Sep 6	---	<b>NO CLASS: ENJOY YOUR LABOR DAY</b>	
6	W Sep 8 Obtaining data	<b>Report</b>	<p><b>Potential data sources</b></p> <p>Report back on your selection of three potential research question and data sources.</p> <p>Homework 4 issued: <b>"Data + Design" Chapters 1, 7-11</b></p> <p>To access book, search the title online or find a pdf in the course folder</p>	Homework 3: Your data, your questions
7	F Sep 10 Analyzing data	<b>Lab</b>	<p><b>Cleaning and characterizing data</b></p> <p>Cleaning data in Excel Making Pivot tables in Excel</p> <p>Homework 5 issued: <b>Cleaning and characterizing data</b></p>	Homework 4: Upload notes and diagrams on <i>Data + Design</i> . Ch 1, 7-11
8	M Sep 13 Analyzing data	<b>Report</b>	<b>2-min report on your data</b>	Homework 5: Your cleaned and characterized data

MEETING	DATE TOPIC	MEETING TYPE	IN-CLASS MEETING	HAVE READY FOR CLASS
			<p>Homework 6 issued:  <b>"On Missing Data Sets"</b> <a href="https://github.com/Mimi-Onuoha/missing-datasets">https://github.com/Mimi-Onuoha/missing-datasets</a>  <b>"Data Does Not Speak for Itself"</b> <a href="https://mitpressonpub.pub.mitpress.mit.edu/pub/6ui5n4vo/release/4">https://mitpressonpub.pub.mitpress.mit.edu/pub/6ui5n4vo/release/4</a>  <b>"Data + Design", Chs 14, 17, 18</b></p>	
9	W Sep 15 Analyzing data	<b>Discussion</b>	<b>Discussion of readings</b>	Homework 6: Upload notes and diagrams on "On Missing Data Sets", "The Numbers Don't Speak for Themselves", and "Data + Design", ch 14, 17, 18
10	F Sep 17 Analyzing data	<b>Lab Discussion</b>	<p><b>Data and questions</b></p> <p>Homework 7 issued:  <b>Your purpose, your data, your plan</b>  Write up your purpose, data, and plan</p>	
11	M Sep 20 Analyzing data	<b>Report</b>	Describe your purpose, data, and plan	Homework 7: Purpose, data, plan
12	W Sep 22 Visualizing data	<b>Lecture</b>	<p><b>Data and Design in 20<sup>th</sup> and 21<sup>st</sup> century architecture I</b></p> <p>To do:  <b>Flourish</b></p> <p>Sign up for the free/public version of Flourish (<a href="https://flourish.studio/">https://flourish.studio/</a>) and answer the following questions.  Identify 3-6 potential strategies for graphical display. Sketch them out and post them to the class Miro.  <b>See: Data visualization: What tool for what job?</b>  <a href="https://datavizcatalogue.com/search.html">https://datavizcatalogue.com/search.html</a></p>	
13	F Sep 24 Visualizing data	<b>Lab</b>	<p><b>Visualizing data</b></p> <p>Homework 8 issued:  <b>Create data visualizations</b></p>	Arrive with Flourish on your laptop and ready to learn
14	M Sep 27 Visualizing data	<b>Report</b>	<p><b>2-min report on data visualizations</b></p> <p>Homework 9 issued:  <b>Maps Are Territories: Science Is an Atlas: A Portfolio of Exhibits. University of Chicago Press ed. Chicago: University of Chicago Press, 1993.</b></p> <p><a href="https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;ved=2ahUKEwi--JaGisbyAh-Wabs0KHbN9BxIQFn0ECAs-QAQ&amp;url=http%3A%2F%2Fwww.labster8.net%2Fwp-content%2Fuploads%2F2013%2F08%2FMaps-Are-Territories-Part1.pdf&amp;usq=AOvVaw1B5mXwezLYlSc2PoA52Hu">https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;ved=2ahUKEwi--JaGisbyAh-Wabs0KHbN9BxIQFn0ECAs-QAQ&amp;url=http%3A%2F%2Fwww.labster8.net%2Fwp-content%2Fuploads%2F2013%2F08%2FMaps-Are-Territories-Part1.pdf&amp;usq=AOvVaw1B5mXwezLYlSc2PoA52Hu</a></p>	Homework 8: Upload sketches from Wed, Sep 22 and data visualizations from Fri, Sep 24

MEETING	DATE TOPIC	MEETING TYPE	IN-CLASS MEETING	HAVE READY FOR CLASS
15	W Sep 29 Web-based interactive mapping	Discussion	Discussion of reading	Homework 9: Upload notes and diagrams on "Maps are territories"
16	F Oct 1 Web-based interactive mapping	Lab	<b>Web-based interactive mapping 1</b> Set up a platform to display your website; sketch a structure for your web site; assess your data for web mapping	
17	M Oct 4 Web-based interactive mapping	Lab	<b>Web-based interactive mapping 2</b> Prepare your dataset for geocoding and create a web-based map that includes points and tooltips.	
18	W Oct 6 Web-based interactive mapping	Lecture	<b>Data and Design in 20<sup>th</sup> and 21<sup>st</sup> century architecture II</b> Homework 10 issued: <b>Precedent</b> Assemble precedents for the visual narration of your data and question; write the verbal texts for your data and question; Prepare 5 minutes of slides and discussion	
19	F Oct 8 Web-based interactive mapping	Report	<b>5-min report on narrative strategy</b>	Homework 10: visual and verbal narrative strategy
20	M Oct 11 Web-based interactive mapping	Report	<b>5-min report on narrative strategy</b>	Homework 10: visual and verbal narrative strategy
21	W Oct 13 Network analysis	Lecture	<b>Social and spatial networks</b> Homework 11 issued: <b>"Demystifying Networks, Parts I &amp; II,"</b> <a href="http://evelinaq.com/blog/2016/01-25-social-network-force-awakens/#.V-cBTpMrJE6">http://evelinaq.com/blog/2016/01-25-social-network-force-awakens/#.V-cBTpMrJE6</a>  <b>"Walking Instead of Working: Space Allocation, Automatic Architecture, and the Abstraction of Hospital Labor"</b> <a href="https://ieeexplore.ieee.org/document/9080089">https://ieeexplore.ieee.org/document/9080089</a>	
22	F Oct 15 Network analysis	Discussion	<b>Networks and Architecture</b>	Homework 11: Upload notes and diagrams on <i>Demystifying Networks</i> and <i>Walking Instead of Working</i>
23	M Oct 18 Network analysis	Lecture	<b>Data and Design in 20<sup>th</sup> and 21<sup>st</sup> century architecture III</b>	
24	W Oct 20 Network analysis	Lecture-Discussion	<b>Social and Spatial Networks</b> Homework 12 issued: Read and creates notes and diagrams, post to Miro: <b>"Machine Bias"</b>	

MEETING	DATE TOPIC	MEETING TYPE	IN-CLASS MEETING	HAVE READY FOR CLASS
			<a href="https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing">https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing</a>	
25	M Oct 25 Web development	<b>Discussion</b>	Discuss "Machine Bias"	Homework 12: Upload notes and diagrams on <i>Machine Bias</i>
26	M Oct 25	<b>NO CLASS</b>	---	---
27	W Oct 27 Web development	<b>Lab</b>	Begin final project development Components: At least three data visualizations. <ul style="list-style-type: none"> <li>○ At least one map.</li> <li>○ A narrative of about 2,500-3,500 words that gives background, sets up the inquiry, and explicates the visualizations that support the inquiry.</li> <li>○ An "About" page that thoroughly documents your sources, their processing, and their presentation.</li> <li>○ A bibliography.</li> </ul>	
28	F Oct 29 Web development	<b>Lab</b>	Final project development	
29	M Nov 1 Web development	(worktime)	Student mtgs (1/week) in lieu of class	Meeting 1: Enter text, images, interactive components in your website
30	W Nov 3 Web development	(worktime)	Student mtgs (1/week) in lieu of class	
31	F Nov 5 Web development	(worktime)	Student mtgs (1/week) in lieu of class	
32	M Nov 8 Web development	(worktime)	Student mtgs (1/week) in lieu of class	Meeting 2: Review complete version of your website
33	W Nov 10 Web development	(worktime)	Student mtgs (1/week) in lieu of class	
34	F Nov 12 Web development	(worktime)	Student mtgs (1/week) in lieu of class	
35	M Nov 15	---	<b>STUDIO REVIEWS: NO CLASS MEETING</b>	
36	W Nov 17	---	<b>STUDIO REVIEWS: NO CLASS MEETING</b>	
37	F Nov 19	---	<b>STUDIO REVIEWS: NO CLASS MEETING</b>	
38	M Nov 22	<b>Presentation</b>	Project presentations by Zoom	Your presentation
39	W Nov 24	<b>Presentation</b>	Project presentations by Zoom	Your presentation
-	F Nov 26		<b>NO CLASS: ENJOY YOUR HOLIDAY</b>	
-	M Nov 29	TBD	(flexible)	



MEETING	DATE TOPIC	MEETING TYPE	IN-CLASS MEETING	HAVE READY FOR CLASS
-	W Dec 1	TBD	(flexible)	
-	F Dec 3		<b>NO CLASS: STUDY DAY</b>	
-	M Dec 6		<b>NO CLASS: FINAL EXAMS PERIOD</b>	
-	W Dec 8		<b>NO CLASS: FINAL EXAMS PERIOD</b>	
-	R Dec 9		<b>DEADLINE FOR SUBMITTING NARRATIVE AND COMPLETING WEBSITE</b>	

## UNIVERSITY STATEMENTS ON COVID

Preventing COVID-19

### Vaccinations

COVID-19 vaccinations are strongly encouraged by TTU and the CoA. The delta variant is spreading across our city and the country and the best way to protect your health and the health of others is to get vaccinated. The university also has a vaccine incentive program. See here for details: <https://www.depts.ttu.edu/communications/emergency/coronavirus/vaccination-incentives/>

Please go here to learn more about the safety and efficacy of the COVID-19 vaccine: <https://www.depts.ttu.edu/communications/emergency/coronavirus/vaccination-incentives/>

Where to receive a COVID-19 vaccine?

#### Off campus:

- Your local pharmacy
- Your physician
- The City of Lubbock is hosting several clinics: <https://ci.lubbock.tx.us/departments/health-department/covid-19/covid-19-vaccine>
- The City of Lubbock is hosting a pop up clinic Thursday-Sunday, from noon- close, inside the South Plains Mall- location D06 across from Claire's and Journeys Kidz

#### On campus:

- The Texas Department of Emergency Management (TDEM) will operate a COVID-19 vaccination clinic from August 11-17 at the one-stop-shop back-to-school event at Holden Hall. After August 17th, vaccinations will be available on campus at Student Health Services.
- On August 20<sup>th</sup>, vaccinations will be available at 18<sup>th</sup> and Flint from 10.m. to 2 p.m. in a City of Lubbock Mobile Vaccination Bus
- On August 26<sup>th</sup>, vaccinations will be available at Memorial Circle from 10.m. to 2 p.m. in a City of Lubbock Mobile Vaccination Bus

Students should submit their COVID-19 vaccination record here: <https://auth.medproctor.com/cas/login?service=https://secure.medproctor.com/casHandler>

### Masks

Face coverings are welcome and encouraged to help mitigate the spread of COVID-19. Masks will be available in all College of Architecture classes.

### EXPOSURES AND SYMPTOMATIC COVID-19

## **Testing**

- Students that are exhibiting symptoms of COVID-19 should contact Student Health Services immediately and schedule an appointment for testing. The cost for testing provided through Student Health Services will be billed to insurance for those students that are covered. Insurance pays 100 percent of the testing costs. The self-pay cost is \$40 and can be posted to a student's account through Student Business Services. To make an appointment, please call **806-743-2848**.
- COVID-19 testing is also offered at numerous pharmacies across the City of Lubbock.
- The City offers testing sites found here: <https://ci.lubbock.tx.us/departments/health-department/covid-19/covid-19-testing-location>
- **Where to report a positive diagnosis:** <https://ttucovid19.ttu.edu/User/Consent>

## **Quarantine and Isolation Procedures**

Fully vaccinated students (including those with medical and religious exemptions) that aren't experiencing symptoms will not be required to quarantine following an exposure to a COVID-19 positive person, including roommates. Following a known exposure, students should monitor for symptoms over the course of 14 days and quarantine if symptoms develop.

Fully vaccinated students that receive a positive diagnosis for COVID-19 will be required to self-isolate. Students that are vaccinated, including those with medical and religious exceptions, and live in university housing will be provided with a location to complete the self-isolation period. If an off-campus location is necessary, the university will cover the associated housing expenses.

Unvaccinated or undisclosed students that have been identified as having a known exposure to a COVID-19 positive person will be required to quarantine for a minimum of 7 days or longer depending upon testing. If a student is unvaccinated and can prove a COVID-19 diagnosis and recovery in the last three months, quarantine will not be required.

Unvaccinated or undisclosed students that receive a positive diagnosis for COVID-19 will be required to self-isolate. The university will offer information regarding off-campus options for unvaccinated students that reside in university housing to complete the self-isolation period but will not cover any associated expenses.

## **UNIVERSITY STATEMENTS**

### **ADA STATEMENT:**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

### **ACADEMIC INTEGRITY STATEMENT:**

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to

the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

**RELIGIOUS HOLY DAY STATEMENT:**

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

**DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE STATEMENT:**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](http://titleix.ttu.edu/students). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806- 742-3674, <https://www.depts.ttu.edu/scc/>(Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, [voiceofhopelubbock.org](http://voiceofhopelubbock.org) (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742- 3931,<http://www.depts.ttu.edu/ttpd/> (To report criminal activity that occurs on or near Texas Tech campus.)

**CIVILITY IN THE CLASSROOM STATEMENT:**

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university ([www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php](http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php)).

**LGBTQIA SUPPORT STATEMENT\*:**

Office of LGBTQIA, Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu), 806.742.5433  
Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions.