

# UNIVERSITY OF AUSTIN



2024-2025  
Academic Catalog

## PRESIDENT'S MESSAGE

Dear Founding Students,

As students at the University of Austin, you have the opportunity to pursue the life of the mind, while preparing yourself to live and act meaningfully in the world. Our curriculum has been designed to offer a comprehensive liberal arts education through our unparalleled Intellectual Foundations Program, followed by intensive engagement within the humanities, social sciences, or STEM disciplines in one of our Centers of Inquiry. Perhaps the most distinctive feature of the UATX curriculum is our Polaris Project, which will help you align your greatest gifts and talents with a significant project oriented towards the common good. Your education is meant to teach you how to see things whole and how to live wholly. To lead a flourishing life, both personally and professionally, we must first come to understand both the world and ourselves as best we can; that is the work that we will undertake together.

In our community, you will find faculty who are both gifted scholars and dedicated teachers, and who are eager to share with you the fruits of their intellectual labors and to explore with you the world of ideas. Around seminar tables, in lecture halls, in laboratories, and through immersive experiences outside the classroom, you will seek better answers to humanity's perpetual questions. You will join here a community that is committed to open inquiry and civil discourse, where we listen attentively to arguments, read closely, analyze data, weigh evidence, and form sound judgments, not for the purpose of proving that we are right, but rather in the service of discovering what is true.

Remember that this is not a university, but rather your university. It is your privilege and responsibility to build together with our faculty, staff, and other supporters, a university that will not only provide you with the finest education, but that will serve countless of future generations, who will benefit from the foundations that we all establish together.



With best wishes for the coming academic year,  
Pano Kanelos

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# GENERAL INFORMATION

## Mission

The University of Austin prepares thoughtful and ethical innovators, builders, leaders, public servants and citizens through open inquiry and civil discourse.

Our commitment to the pursuit of truth arises from our confidence that the nature of reality can be discerned, albeit incompletely, by those who seek to understand it, and from our belief that the quest to know, though unending, is an ennobling, liberating, and productive endeavor.

As an academic community, UATX values both the wisdom of the past and the transformative potential of novel ideas. The University is dedicated to the preservation and transmission of humanity's rich intellectual, scientific, artistic, and cultural inheritance. At the same time, UATX vigorously pursues the discovery, creation, and communication of new knowledge.

Each of these endeavors depends on our fostering an environment of intellectual freedom and pluralism. UATX strives to build and sustain a community based on the lively clash of ideas and opinions.

## Constitution

The University of Austin is uniquely governed by a Constitution that clearly defines the responsibilities and authority of its administrators, faculty and staff. It combines not only this structural function, but also provides a unique mechanism whereby students, faculty and staff may be certain that their academic freedoms are not abridged by institutional action. This Constitution is one of the founding innovations of the University and can be found here: the Constitution of the University of Austin.

## Non-Discrimination Statement

UATX is a school that admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

## Accreditation

The Texas Higher Education Coordinating Board has granted a Certificate of Authority to UATX to award the degree listed below:

Bachelor of Arts in Liberal Studies

This certificate does not constitute accreditation; the issuance of this certificate attests only that the institution has met the Board's standards established for nonexempt institutions.

The University is in the process of seeking institutional accreditation from an agency recognized by the United States Department of Education in October 2024.

## History

In spring 2021, several parallel conversations became a unified vision for the reformation of American higher education. Arthur Brooks, Niall Ferguson, Heather Heying, Pano Kanelos, Joe Lonsdale, and Bari Weiss met in Austin on May 26, 2021, at Joe's home. The group had formed by word of mouth between values-aligned acquaintances as they asked the courageous question, "Could a new university be built around a commitment to open and civil discourse in today's over-regulated, politicized environment?" After just one day of discussion, the group knew that there wasn't a more important project that they could pursue. They all had the conviction that not only could it happen but that it needed to happen.

Joe seized the opportunity that evening, inviting a group of friends and colleagues over for dinner to hear about this world-changing idea. Several current major donors to UATX were present at that first event. The name of the university wasn't explicitly discussed but they all agreed that Austin seemed like a great location with its political diversity and an environment that feels tolerant and open to new and old ideas alike. It is also a hotspot for innovation and entrepreneurship—the perfect setting that sees those attributes at the heart of its DNA.

Naturally, the group discussed the need for a leader with experience and they looked to Pano. With Joe Lonsdale providing the "seed" funding to UATX launched, knowing that if it didn't start then it would never happen. A board was formed around these founders and on July 1, 2021, Pano became the first employee of the world's next great university.

Five months later, on November 8, 2021, Pano and his team of pioneers announced the public launch of the University of Austin, known as UATX in those days because of legal restrictions around the word "university" and proclaiming that they would make it happen within three years.

In the months that followed, UATX grew and charged ahead, raising the monies needed to launch a first-class university, hiring key leaders and staff, building out its inaugural campus, securing permission to operate as a university from the Texas Higher Education Coordinating Board, recruiting its inaugural group of Founding Faculty and matriculating its first cohort of high quality, action-oriented students. Thirty-four months after their bold claim in November 2021 to launch this complex prototype university within three years, the University of Austin will welcome its first class of undergraduates to its downtown Austin campus.

## The Campus

The inaugural campus is located in the historic Scarbrough Building, 522 Congress Avenue, Suite 300, Austin Texas.

The Scarbrough Building is Austin's original office tower. Completed in 1909 with the Chicago style architecture, the building stands as an icon in the epicenter of Downtown Austin: Congress Avenue and 6th Street. With its charming turn-of-the-century architecture, the space combines history with modern design. As the first skyscraper in Austin, the building retains many original features but has been modernized to offer an unparalleled location for tenants.



The University's has built a modern campus on the solid foundations of this historic building, much as its curriculum scaffolds modern learning and skills on a solid classical foundation. Its location on Congress Avenue at the midpoint between the State Capitol and the Congress Street Bridge places it at the very heart of downtown Austin and at the hub of the tech and innovation region that has sprung up around it. Students will learn and live in close contact with the energy that comes from being in one of America's most vibrant entrepreneurial communities.



# ACADEMIC CALENDAR

## **Fall 2024\***

Monday, September 9, 2024	Term Begins
Monday, September 16, 2024	Last Day to Drop/Add
Monday, September 16, 2024	Last Day for 100% tuition refund (complete withdraw)
Tuesday, September 17, 2024	Roster Verification Begins
Monday, September 23, 2024p	Census
Monday, September 23, 2024	Last Day for 75% tuition refund (complete withdraw)
Monday, September 30, 2024	Last Day for 50% tuition refund (complete withdraw)
Monday, October 14, 2024	Reading Break (no class)
Tuesday, October 15, 2024	Reading Break (no class)
Wednesday, October 16, 2024	Reading Break (no class)
Thursday, October 17, 2024	Reading Break (no class)
Friday, October 18, 2024	Reading Break (no class)
Friday, October 18, 2024	Midterm Grades Due
Monday, October 21, 2024	Registration begins for Winter 2025
Tuesday, October 22, 2024	Last Day to Withdraw from Fall 2024
Friday, November 22, 2024	Last Day of Term
Friday, November 29, 2024	Final Grades Due

## **Winter 2025\***

Monday, January 6, 2025	Term Begins
Monday, January 13, 2025	Last Day to Drop/Add
Monday, January 13, 2025	Last Day for 100% tuition refund (complete withdraw)
Tuesday, January 14, 2025	Roster Verification Begins
Monday, January 20, 2025	MLK Observance (will hold class on Wednesday, January 22)
Tuesday, January 21, 2025	Census
Tuesday, January 21, 2025	Last Day for 75% tuition refund (complete withdraw)
Wednesday, January 22, 2025	Class for Monday, January 20, 2025
Monday, January 27, 2025	Last Day for 50% tuition refund (complete withdraw)
Monday, February 10, 2025	Reading Break (no class)
Tuesday, February 11, 2025	Reading Break (no class)
Wednesday, February 12, 2025	Reading Break (no class)
Thursday, February 13, 2025	Reading Break (no class)
Friday, February 14, 2025	Reading Break (no class)
Friday, February 14, 2025	Midterm Grades Due
Monday, February 17, 2025	President's Day (will hold class on Wednesday, February 19)
Tuesday, February 18, 2025	Registration begins for Spring 2025
Wednesday, February 19, 2025	Class for Monday, February 17, 2025
Friday, February 21, 2025	Last Day to Withdraw from Winter 2025
Friday, March 21, 2025	Last Day of Term
Friday, March 28, 2025	Final Grades Due

## **Spring 2025\***

Monday, March 31, 2025

Monday, April 7, 2025

Monday, April 7, 2025

Tuesday, April 8, 2025

Monday, April 14, 2025

Monday, April 14, 2025

Monday, April 21, 2025

Monday, May 5, 2025

Tuesday, May 6, 2025

Wednesday, May 7, 2025

Thursday, May 8, 2025

Friday, May 9, 2025

Friday, May 9, 2025

Monday, May 12, 2025

Thursday, May 15, 2025

Monday, May 26, 2025

Wednesday, May 28, 2025

Friday, June 13, 2025

Friday, June 20, 2025

\*academic calendar is subject to change

Term Begins

Last Day to Drop/Add

Last Day for 100% Refund (complete withdraw)

Roster Verification Begins

Census

Last Day for 75% Refund (complete withdraw)

Last Day for 50% Refund (complete withdraw)

Reading Break (no class)

Reading Break (no class)

Reading Break (no class)

Reading Break (no class)

Reading Break (no class)

Midterm Grades Due

Registration begins for Fall 2025

Last Day to Withdraw from Spring 2025

Memorial Day (will hold class on Wednesday, May 28)

Class for Monday, May 26, 2025

Last Day of Term

Final Grades Due

# ADMISSIONS

## Statement of Admission

At the University of Austin, we teach students how – and not what – to think, so they are well-equipped to pursue truth wherever it may lead them.

The admissions process furthers and advances the University’s mission. The University of Austin strives to build and sustain a community of excellence based on the lively clash of ideas, which are advanced or rejected through rational argument and civil discourse. Students are expected to be constructive participants in the open exchange of ideas. Through this process, the University cultivates in students a passion for learning.

Given the rigorous nature of the undergraduate program, our admissions process is designed to admit students on the basis of demonstrated (i) academic capability and (ii) capacity for creativity and leadership. We seek students who demonstrate the character and temperament to contribute to and thrive in a challenging academic environment that prioritizes intellectual curiosity, applied learning, self-motivation, and entrepreneurial spirit. We will consider an applicant’s interests, background, and experiences to help us understand whether the applicant satisfies the admissions criteria above.

The University of Austin is committed to provisioning a fair, transparent, and open admissions process. For more information, please review the [University’s Admissions Policy](#).

## EEO / AA Statement of Non-discrimination.

UATX is a school that admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

## First-Year Student Application Deadlines

The University of Austin has instituted a rolling admissions process for the 2024-2025 academic year in which applications are reviewed and decisions are made at regular intervals during the annual admissions cycle. While this rolling admissions process has no formal deadline, to be competitive within this process, candidates are encouraged to apply as early as possible. Please note that the application is not guaranteed to remain open and will close once the class has been filled.

	Application Due Date	Decision Date	Candidate Reply Date <sup>1</sup>
First-Year Applicants	On a rolling basis	On a rolling basis	Within four weeks of offer <sup>2</sup>

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<sup>1</sup> Applicants must pay the nonrefundable enrollment deposit by the Candidate Reply Date in order to accept their offer of admission and be guaranteed enrollment.

<sup>2</sup> Applicants who receive an offer of admission from the University dated any time after April 10, 2024, shall have such amount of time as specified in their offer letter to accept the offer and pay the nonrefundable enrollment deposit in order to be guaranteed enrollment.

## Full-time / Part-time Status

A full-time student is a student taking 12 or more credit hours per term.

A part-time student is a student taking fewer than 12 credit hours per term.

## How to Apply for Admission

To apply to the University of Austin, students are required to submit:

- An online undergraduate application to the University, which includes a personal statement and essay.
- The application fee (if applicable).
- Applicants must submit official transcripts, or equivalents thereof, from all secondary education institutions and from all higher education institutions previously attended.
- Absent significant extenuating circumstances, a standardized test score. The University accepts the ACT, CLT, and SAT.
- Official TOEFL scores, if students are not resident in the United States at time of application, may be required by the University upon request.
- Two letters of recommendation.
- Any additional test scores and information the applicant would like the committee to review.

**Application Fee:** Each applicant for admission to the University must submit a nonrefundable application processing fee at such amount as determined by the University. Note, the application fee for applicants seeking admission to the 2024-2025 academic year has been waived.

**Official Transcripts:** Applicants must submit official transcripts, or equivalents thereof, from all secondary education institutions (e.g., high school) and official transcripts from all higher education institutions (e.g., college, university, military academic institution, seminary, or divinity school) previously attended, even if the enrollment resulted in drops or withdrawals, regardless of whether a degree was completed. No transcript issued to a student will be accepted. Subject to University policy, no transcript issued to an applicant will be accepted. Admitted students are required to submit a final high school transcript showing the awarding of a diploma before they will be allowed to register for classes at UATX

**Standardized Test Scores:** Applicants will self-report their standardized test scores (ACT, SAT, and/or CLT) on the online application form, and the University will verify self-reported scores against official score reports upon enrollment. Applicants must request that official scores are sent to the University such that they are received prior to enrollment. Applicants who have not already taken the ACT, SAT, or CLT should budget at least six weeks between when they sit for an exam and when official scores are received by the University.

**Additional Test Scores:** Applicants who are not resident in the United States at the time of applying may be required to have official TOEFL scores sent directly to the University upon the University's request. Applicants who are reporting Advanced Placement or International Baccalaureate exams should have official scores sent directly to the University.

**Two Letters of Recommendation:** An applicant must have two personal references each submit a letter of recommendation on the applicant's behalf. One letter of recommendation must be provided by a teacher or guidance counselor who knows the applicant well. The other letter of recommendation may be from any reference who knows the applicant well (e.g., a current or former employer or supervisor, another teacher or

guidance counselor, a school official such as a principal or vice principal, or a friend or family member). References should address the applicant's character and suitability for undergraduate work.

**Interview (by request only):** The University may request that applicants make themselves available for a virtual interview to assist the admissions committee in making its decision. Such applicants will be provided reasonable notice regarding the interview request and an opportunity to schedule the interview within a specified window of time.

**Note regarding False or Misleading Information:** Any applicant who supplies false or misleading information or conceals pertinent facts in order to secure admission to the University of Austin may be denied admission or, if admitted, may have such admission offer revoked, such admission being null and void. If such individual has already paid the nonrefundable enrollment deposit, he or she may be dismissed from the University and forfeit such deposit, any tuition or fees already paid, any scholarship awards (including the Founders Scholarship), and any other financial aid awards. In addition, such individual may be ineligible to receive any credit from the University.

## Deferred Admission

An applicant who receives an offer of admission from the University of Austin may defer enrollment for one academic year. For example, a student offered admission for the Fall 2024 term may choose to defer enrollment until Fall 2025. Students may only enroll in the Fall term. Accepted students wishing to defer enrollment for more than one academic year must re-apply at a later date. Any student deferring enrollment forgoes any scholarships and financial aid (whether loans, grants, academic or merit scholarships, or otherwise) awarded to such student and will need to re-apply for such scholarships and financial aid at a future date.

## International Student Admission

An international student applicant is defined as any student wanting to attend the University who does not have the classification of United States citizen or permanent resident, as defined by U.S. Citizenship and Immigration Services (USCIS).

At this time, the University of Austin is unable to accept international students. All applicants to the university must be either U.S. citizens or permanent residents.

## Minimum Academic Preparation Standards

One unit equals one year of high school study or one semester of college coursework.

- English: 4 (includes 2 years of composition)
- Mathematics: 4 (includes at least 2 years of algebra, 1 of geometry and 1 of the following – trigonometry, analytic geometry, or calculus)
- Natural Science: 3 (includes 2 of lab science, 1 of which must be either biology or physics)
- Social Science: 3 (includes 1 of U.S. or world history and 1 of geography)
- Single Foreign Language: 3

## **Prior Learning**

While UATX considers International Baccalaureate diplomas, International Baccalaureate courses and Advanced Placement exams as part of the admissions process, no automatic course credit will be awarded at this time. While the University does not award credit, a student may, under certain circumstances, be able to place out of specific course requirements subject to departmental approval.

## **Credit for Military Training**

- Campuses must use the recommendations issued by the American Council on Education, among other factors, to evaluate college-level learning acquired by a student while in the military, as reflected on the Joint Services Transcript. Appropriate credit shall be assigned at the discretion of the campus.
- Campus shall provide guidance to military students and student veterans in selecting a program of study and in optimizing the use of credit for prior learning.

## **Transfer Students**

At this time, the University is unable to accept credits previously earned at other institutions. A student wishing to transfer into the undergraduate program is required to apply as a first-year applicant. While the University cannot accept transfer credits, applicants starting as a first-year student at the University of Austin may, under certain circumstances, apply prior coursework to place out of specific course requirements subject to departmental approval.

## **Re-Admitted Students**

Students wishing to seek readmission to the University of Austin may do so by completing a new application for admission. Please check with the Office of Admissions to see what information will be required for an admission decision. Students who have been out of the University for more than one academic year will be required to follow the catalog and requirements for the readmission year.

## **Students With Disabilities**

When seeking admission to the University of Austin, a student with a disability should be aware of admission standards. The standard admissions criteria also apply to students with disabilities who are interested in attending the University. Standardized tests results from applicants with disabilities who receive a testing accommodation pursuant to the standardized testing providers policies and procedures will be accepted by the University. A student may choose to self-disclose a disability when applying for admission. If self-disclosed, the disability will not play a role in the admissions decision.

# ACADEMIC POLICIES

## Academic Policies and Procedures

There are certain academic requirements that must be met before a degree is granted. Advisors and center deans are available to help the student understand and meet these academic requirements. However, the student alone is responsible for fulfilling them. If, at the end of a student's course of study, the requirements for graduation have not been satisfied, the degree will not be granted. For this reason, it is important for students to acquaint themselves with all academic requirements throughout their university career and to be responsible for completing all requirements within prescribed deadlines and time limits. The ultimate results of program offerings depend on the individual student and other factors outside the control of the University. Therefore, the University of Austin makes no claim or representation relating to the specific outcome of its program and degree offerings with regard to employment or qualification for employment, admission to or preparation for graduate or professional degree programs, or licensing for occupations or professions.

Students are responsible for knowing what requirements apply to them and should discuss this with their advisor or the Office of the Registrar. Students must follow the requirements from the catalog for the year in which they were admitted or readmitted. Policies herein apply to all University of Austin students, on the ground, online, and at any location, unless otherwise specified.

Students are expected to learn the University requirements and regulations which are applicable to them and are individually responsible for meeting all such requirements and regulations. Before the close of each term, the student is expected to discharge all financial obligations to the University. A student may not register for a new term nor receive a degree, certificate, or transcript until all University bills are paid.

## Academic Advising

The advisor's role is to assist the student in planning a suitable academic program and to maintain a record of progress during the student's college career. The advisor also provides information and guidance regarding UATX's policies and procedures. However, the final responsibility for meeting all academic program requirements lies with the student. The Polaris Center will serve as the resource center for students who may wish to seek additional academic help, and faculty members may refer students to the Center.

## Academic Honors

Two levels of academic honors are recognized after the spring term of each academic year for full-time students: the Dean's List and the President's List. Full-time students (minimum of 12 credit hours per term in an academic year) who achieve a term GPA of 3.50 to 3.99 are included in the Dean's List. Those who achieve a term GPA of 4.00 are included in the President's List. Students receiving any incomplete grade (I) during any term within the academic year will not be eligible for academic honors for that academic year.

## Academic Integrity Policy

The word "integrity" derives from the Latin adjective, integer, which means "whole" or "complete." Wholeness is understood here to embody the intellectual and ethical virtues. The University of Austin community strives to model leadership and the principles of freedom, individuality, responsibility, and excellence—and all this with the view to encouraging, developing, and sustaining women and men of character to serve their professions,

their communities, and their country. As members of the University of Austin, students hold themselves to the highest standards of academic, personal, and social integrity. In keeping with the University of Austin's commitment, students are expected to abide by the academic integrity standards outlined in this policy.

- **Cheating**  
An act of deception in academic evaluation. This includes (but is not limited to) taking a test for someone else or permitting someone else to take a test for oneself; copying from another student's test paper or allowing another student to copy from a test paper; using material in homework, examinations, tests or quizzes, except as expressly permitted; exchanging information during examinations without authority; obtaining confidential information about examinations, tests or quizzes other than that released by the instructor; changing, altering, or being an accessory to the altering of a grade in a grade book, computer file, or other official academic records of the University; other actions of this form which incorporate dishonesty for academic gain.
- **Plagiarism**  
Representing text from another author as one's own writing or representing another's ideas as one's own without attribution. Quotes from another source must be in quotation marks and cited. Errors regarding small amounts of text will not be considered plagiarism; substantial amounts of text (more than one sentence) in one essay or a pattern of misappropriation without citation over several essays shall be considered plagiarism.
- **Fabrication**  
The intentional falsification or invention of research, data, citations, or other information. Examples of fabrication include inventing or altering data or source information for research or other academic exercise; citing information not taken from the source indicated; including in a reference list sources which have not been consulted; using a portion of a piece of work previously submitted for another course or program to meet the requirement of the present course or program without the approval of the instructor involved.
- **Unauthorized Use of Artificial Intelligence**  
Use of AI beyond the scope authorized by the instructor.

## **Academic Standing**

To be in good academic standing all students must make satisfactory progress toward earning a degree. Academic status will be re-evaluated three times per year, at the end of every term. A change in academic status is effective for the next term the student is taking classes through the University of Austin, which is not necessarily the next term classes are available. (A spring change in status could be applicable for the fall or winter, depending on when the next class/es are taken). Cumulative and term GPAs are calculated only on hours taken through the University of Austin.

University policy requires that students who assume responsibilities in which they represent the University of Austin to the public (i.e., intercollegiate athletics, music groups, etc.) must be in good standing, academically and behaviorally, and must make reasonable progress toward an educational goal. Participation in some



organized extracurricular activities may be limited to those students who are enrolled full-time and pursuing a degree program.

University policy requires that students who assume responsibilities in which they represent the University of Austin to the public (i.e., intercollegiate athletics, music groups, etc.) must be in good standing, academically and behaviorally, and must make reasonable progress toward an educational goal. Participation in some organized extracurricular activities may be limited to those students who are enrolled full-time and pursuing a degree program.

Any undergraduate student with a cumulative GPA that is less than 2.00 will be placed on academic probation, academic warning, impending suspension, or suspension. A student who raises their cumulative GPA to 2.00 or greater will return to good academic standing. When a student's cumulative GPA first drops below 2.00, he or she will be placed on academic warning for the following term. It is recommended that students on academic warning participate in programs designed to help them succeed academically. At the end of their term on academic warning, if their cumulative GPA is still less than 2.00 and their term GPA is 3.00 or higher they will continue on academic warning for the following term. If their cumulative GPA is less than 2.00 and their term GPA is less than 3.00, they will be placed on academic probation for the following term. Academic probation requires participation in programs designed to help students succeed academically. At the end of the term a student is on academic probation, if their cumulative GPA is still below 2.00 but their term GPA is 3.00 or higher, they will continue on academic probation for the following term. If their cumulative GPA is less than 2.00 and their term GPA is less than 3.00, they will be placed on impending suspension for the following term. During the term they are on impending suspension they can take classes, and they can appeal their suspension status. Appeal instructions will be supplied with the impending suspension notification. Appeals must be submitted by the date specified with the appeal instructions. At end of the term a student is on impending suspension, if their cumulative GPA is still below a 2.00 and their appeal, (if any), is denied, they will be suspended from the University of Austin and not be permitted to continue classes. If their appeal is granted, they may continue for another term with the status of impending suspension. Once a student is suspended, they must sit out at least one term, after which they may apply for re-admission.

In addition to a new admission application, students must submit an appeal by email to the Provost that articulates compelling evidence demonstrating changes they have made that will cause them to be successful in future academic pursuits at the University of Austin. Appeals must be received at least 30 days prior to the beginning of classes.

Any student who is suspended a second time or who demonstrates a deficiency that makes it unreasonable to anticipate eventual completion of degree requirements will be subject to academic dismissal. Dismissal can be appealed and details for the appeal will be supplied with the notice of dismissal. Since dismissal is intended to be permanent, only the lapse of a year or more and a drastic change in circumstances can justify an application for readmission, which may be granted in rare instances. After the period of dismissal, a student may apply for readmittance to the University through the Admissions Office. In addition to the application, the student must submit an appeal by email to the Office of the Provost that articulates compelling evidence demonstrating changes the student has made that will cause him or her to be successful in academic pursuits at the University of Austin. The student's request must be received at least 30 days prior to the beginning of classes.

## **Class Attendance**

Students are expected to attend and actively participate in all classes and assignments. Participation requirements are outlined in the Student Handbook and may vary depending on the specific program of study. The professor may establish policies and consequences for each course and publish those policies in the course syllabus.

## **Classifications**

Freshmen	0-44 total credit hours earned (including transfer hours)
Sophomore	45-89 total credit hours earned (including transfer hours)
Junior	90-134 total credit hours earned (including transfer hours)
Senior	135-180 total credit hours earned (including transfer hours)

## **Credit Hour and Student Engagement**

The University of Austin uses the quarter hour as a standard credit hour. Consistent with the Carnegie Unit expectation and university best practices, a one credit class requires one hour of class contact time per week. Student engagement is defined as the actual time in the classroom plus time spent on activities related to the course, including but not limited to reading, conducting research, writing, and studying. This broad definition applies to all UATX courses, regardless of the length of the course, location of instruction, or instructional format. It is expected that students will spend at least 2 hours outside of class on academic work for each hour of class contact time.

Students must complete 180 credit hours (45 per academic year) to graduate, normally distributed over three terms per year with a normal course load averaging 15 credit hours per term. For comparison purposes, 180 credit hours in a quarter-based system is exactly equivalent to 120 credit hours in a semester-based system.

## **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for eligible students to review the records. Schools may charge a fee for copies.
- Eligible students have the right to request that a school corrects the records in which they believe to be inaccurate or misleading. If the school decides not to amend the record, the eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

"Directory Information" means information in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. At UATX, directory information consists of the student's name; major field of study; dates of attendance; enrollment status; degrees and awards (including scholarships and distinctions) received; and county of residence for award, scholarship, or distinction recipients. Photographs, videos, or other media containing a student's image or likeness (collectively, "student images") and University-issued student electronic mail addresses ("email addresses") are designated by UATX as "limited use directory information." Use and disclosure of limited use directory information will be restricted to: (1) publication in official University publications or on social media sites or websites hosted or maintained by, on behalf of, or for the benefit of the University, including the University's online directory and internal email system; (2) University officials who have access, consistent with FERPA, to such information and only in conjunction with a legitimate educational interest; and (3) external parties contractually affiliated with the University, provided such affiliation requires the sharing of limited use directory information.

UATX will annually notify eligible students about directory information and allow eligible students to request that the school not disclose directory information about them (contact the Office of the Registrar for more information).

## **Notice Concerning the Inspection and Release of Student Records**

Annual Notice. The University of Austin complies with all provisions of the Family Educational Rights and Privacy Act of 1974. With some exceptions, students have the right to inspect and to challenge the contents of their education records. Access to academic records is coordinated through the Office of the Registrar. Students wishing to inspect their records should contact the Office of the Registrar during normal office hours.

At the discretion of the University, Directory Information may be released. Any student who wishes to have the above Directory Information withheld must complete and sign a request in the Office of the Registrar. The consent for non-disclosure will remain on the student's record until the student signs consent to lift the confidential status hold.

## **Solomon Amendment**

The Solomon Amendment became effective on October 23, 1998. Under the Solomon Amendment institutions are required to fulfill military requests for student recruiting information. Failure to comply may result in the loss of various forms of federal funding and Federal Student Aid. Student recruiting information includes, but

is not limited to, student name, address, electronic mail address, telephone number, date of birth, place of birth, class, major, degree(s) received, and educational institutions attended. Under FERPA, students may request that directory information be withheld. This protection will be honored under the Solomon Amendment. Any student who wishes to have directory information withheld should request a “no release” as described above.

## Grade Changes and Appeals

Once a grade has been submitted to the Office of the Registrar, only the instructor can change the grade, except in the case of a grade appeal. If a student believes that a final course grade has been improperly awarded, the student may appeal the grade by following these steps:

- The student must contact the instructor in writing to seek a solution no later than four weeks after the end of the term in which the course resides. The instructor must notify the student of the decision within one week of being contacted by the student. If the instructor decides that a grade change is warranted, the instructor must submit a change of grade form approved by the Dean of the academic center to the Office of the Registrar.
- If the decision of the instructor is not acceptable to the student, an appeal may be made in writing to the Dean of the academic center within one week after notification by the instructor. The written appeal must specify both the complaint and the action requested. The Dean must notify the student of the decision within two weeks.
- If the decision of the Dean is not acceptable to the student, a written appeal may be made to the Office of the Provost within one week after notification by the Dean. The Office of the Provost will seek a solution or may refer the matter to the Academic Standards Committee. The decision of the Office of the Provost is final unless the Provost refers the appeal to the Academic Standards Committee, in which case the decision of that committee becomes final.

## Grading System

Grade Point Averages (GPA) are determined on a 4.00 basis per credit hour. The letter grades W and I do not count in the GPA, nor do grades transferred to UATX from other institutions.

The letter grades and quality points represented by each are as follows:

<u>Letter Grade</u>	<u>Grade Points</u>
A+	4.00
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
F	0.00

#### Additional Grades:

I	Incomplete
P	Pass, earned credit, no effect on GPA
F	Failed, no credit except by repeating the course
W	Withdraw from class
AUD	Audit

### Incomplete Grades

The “I,” or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the “I” grade is at the discretion of the individual instructor and Center Dean. It is the student’s responsibility to request the “I” grade. Generally, the student will have completed most of the work required for the course before the “I” grade is requested. An incomplete must be removed within one term or it will automatically be converted to a grade of “F” by the University Registrar. An “I” grade will not count toward the determination of quality hours and quality point averages and does not fulfill prerequisite requirements.

### Registering for Courses

Students may add and/or drop courses subject to the deadlines given in the academic calendar. Students cannot add a course after the last day for adding courses without the approval of the Center Dean or the Office of the Provost. Students will not receive credit for a course for which they have not properly registered. Students wishing to take more than 18 hours in one term must receive approval from the Center Dean, Registrar, and Student Accounts.

The responsibility for submitting add/drop forms to the Office of the Registrar before the deadline rests entirely with the student. No petitions for the retroactive dropping or adding of courses will be considered except under extenuating circumstances and must be approved by the Office of the Provost and the Center Dean.

From the first day of classes through the last day to drop with no grade, students may drop a course by submitting a written request to the Office of the Registrar. If a student stops attending a course without a formal withdrawal through the Office of the Registrar, the student will automatically receive an F for that course. When a student withdraws from a course before the last day for dropping courses, no record of such a course will appear on the permanent academic record. After the last day for dropping a course, students may withdraw from a course with a grade of W by submitting the appropriate form. In the case of extenuating circumstances, an exception to withdraw after the deadline may be approved by the Office of the Provost.

### Repetition of Work

Most undergraduate courses are standard courses and are not repeatable for credit (repeatable courses will be noted in the academic catalog). Students who have received a grade of F in a course may repeat the course one time to obtain a higher grade. Repeated courses will follow the below guidelines:

- Only courses taken at UATX in which the student earned the grade of F may be repeated.
- Courses can only be repeated one time.
- All course grades are reported on the academic transcript and will be calculated in the term GPA calculation.

- The lowest grade will be dropped, and the highest grade will be calculated into the cumulative GPA.
- Courses taken at UATX can be repeated for grade replacement only at UATX.

## Requirements for Graduation

Each student is responsible for proper completion of their academic program, for familiarity with the UATX Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student. Each candidate for graduation must meet all the following requirements:

- Must achieve a cumulative GPA of at least 2.00 on all work attempted at UATX;
- Must have a minimum of 180 credit hours; 90 hours of credit must be in residency at UATX;
- Must fulfill all requirements in:
  - Intellectual Foundations
  - Center Foundations
  - Center Core
  - Polaris
- Meet the requirements of one catalog that were current at the time the student entered/reentered this institution or a subsequent catalog. Students will not be allowed to meet some of the requirements of one catalog and some of the requirements of another catalog;
- Satisfy all financial obligations to the University;
- Student cannot be under any disciplinary action of the University;
- Approval of the faculty and the Board of Trustees.

## Graduation process

- Submit an Application for Graduation by the deadline;
- Deadline for spring graduation should occur by December 1(of the prior year);
- Pay applicable non-refundable graduation fee;
- Commencement is following the spring term.

NOTE: Students failing to meet graduation requirements must submit another application and pay the fee again the following year.

## Graduation With Honors

Students completing at least three quarters of their degree at UATX may be considered for graduation honors.

- 3.40-3.59 Cum Laude
- 3.60-3.84 Magna Cum Laude
- 3.85-4.00 Summa Cum Laude

All degree-seeking students are responsible for keeping track of their progress toward satisfying their graduation requirements. When students apply for graduation, the Office of the Registrar runs an audit to check that credits and courses are in order. Transfer students are responsible for making sure official transcripts from all previous post-secondary schools are on file with the Registrar's Office.

## Student Information Updates

All information changes will be handled through the Office of the Registrar. Changes will be reflected in the student's academic record and in the online portal.

### Name Change

The University of Austin maintains educational records of current and former students under the student's full, legal name at the most recent date of enrollment. A student's legal name is the name that appears on the Social Security card or international visa. Official documents and transcripts will be issued only under this name.

Name Changes may be completed through the Office of the Registrar. Students must supply the appropriate documentation.

The supporting legal documentation required for a legal name change request is:

- (1) Two Forms of Primary Identification, or
- (2) One Form of Primary Identification and One Form of Secondary Identification.

#### Primary Identification

- Driver's License
- State Issued ID Card
- Passport
- Military ID
- US Citizenship Certificate
- Certificate of Naturalization

#### Secondary Identification

- Birth Certificate
- Court Order
- Marriage License
- Social Security Card
- Concealed Handgun License
- Temporary Driver's License

### Contact Information

Address, Phone Changes may be completed through the Office of the Registrar.

## Transfer of Credits

The University of Austin (UATX) is currently in the process of seeking accreditation. The transferability of credits earned at UATX to another two-year or four-year college or university will be at the discretion of the receiving institution. It is advisable for students to consult with the admissions department of their prospective schools for detailed information regarding credit transfer policies. UATX does not guarantee that credits earned at UATX will be transferrable.

## Withdrawing from the University

Students wishing to withdraw from the University must submit a withdrawal request form to the Office of the Registrar. **Withdraw is not official unless the withdrawal form is properly executed.** If the student withdraws or is dismissed from the University after the last day for dropping courses, but before the last day to withdraw with grade of W (see academic calendar), the student will receive grades of W for all in-progress courses. In the case of extenuating circumstances, an exception to withdraw after the deadline may be approved by the Office of the Provost.

In certain cases, students enrolled may be administratively withdrawn from the University by the Office of the Provost. If the administrative withdrawal occurs before the last day to withdraw with grade of W, students will receive grades of W for all in-progress courses.

Students who are withdrawn from the University and desire to return in a subsequent term must apply for readmission through the Admissions Office.



# STUDENT FINANCES

## Expenses

It is the policy of the administration and trustees to keep the cost of a college education as low as possible. Registration for any term may not be completed until all special or extra fees, fines, payments for lost or damaged articles, etc., incurred in the previous term, have been paid; no transcript nor record will be issued until all fees/fines owed have been paid.

## Tuition and Fees

Tuition and all fees are due and payable in full before the first day of classes or by billing due date for those students that have pre-registered for each term.

The University of Austin reserves the right to change tuition, fees, and any institutional policy at the beginning of any term if the university judges such changes to be necessary. Changes may occur without prior notification.

Registration for term may not be completed until all special or extra fees, fines, payments for lost or damaged articles, etc., incurred in the previous term, have been paid; no transcript nor record will be issued until all fees/fines owed have been paid.

## Tuition

Tuition Per Term	12-18 credit hours	\$10,834
Tuition Per Credit Hour	1-14 credit hours	\$723 per hour
Tuition Per Credit Hour	19+ credit hours	\$723 per hour
Tuition Per Audit Hour	1-5 audit hours	\$723 per hour

## Fees

Enrollment Deposit Fee	non-refundable	\$2,000
Late Registration Fee	non-refundable	\$75
Return Check Fee	non-refundable/per return	\$75
Student Health Clinic Fee	non-refundable/per academic year	\$150
Student Health Insurance Fee	non-refundable/per academic year	\$3,476.13
Student Housing Fee	non-refundable/per academic term	\$14,000
Student Housing damages fee	Refundable	\$200
Student Life Fee	non-refundable/per academic year	\$450
Student Transportation Fee	non-refundable/per academic year	\$450

## **Estimated Cost of Attendance**

An estimated cost of attendance (COA) is designed to assist students with their education expenses for the academic year (Fall, Winter, and Spring). An estimated COA includes direct and indirect costs. Direct costs include charges a student pays directly to the University, for example tuition and fees. Indirect costs include expenses the student will likely incur but will not pay directly to the University. Transportation is an example of an indirect cost.

<b>Full-time Enrollment</b>	<b>Estimated Costs per Academic Year</b>	
Tuition	\$32,500	\$10,833 per term
Fees	\$1,050	Student fees
Housing/Utilities	\$14,000	Based on single occupancy room in shared apartment. Including utilities. Actual costs may vary.
Books/Supplies	\$1,200	The average cost of books and supplies per term. Actual costs may vary by student
Transportation	\$1,000	Transportation to and around Austin. Actual costs may vary.
Personal Expenses/Miscellaneous	\$6,500	Based on the amount allowed for personal expenses-from clothing and laundry to going to a movie or buying a pizza. Actual expenses may vary.
<b><u>Estimated</u> cost of attendance</b>	<b>\$56,250</b>	

## **Cancellation and Refund Policy**

The Cancellation and Refund Policy is used to determine a student's eligibility for a refund when there is a change in the student's status regarding tuition, required fees, housing, and food services (i.e., withdrawal, drop-in hours, moving on or off campus, etc.) in accordance with the published refund schedule. Any refund is calculated on a term-by-term basis and based on the effective date on the academic calendar.

Before the 1st day of class through the last day to drop/add a course*	100%
7 business days following the last to drop/add course	75%
14 business days following the last to drop/add course	50%
21 business days following the last to drop/add course	0%
*see academic calendar for specific dates	

## **Tuition/Fee Appeals**

Individuals wishing to appeal the percentage of refunds they are eligible to receive must initiate the request in writing to the Office of the Registrar and are encouraged to include any documentation they believe to be relevant to the appeal. Appeals can be submitted in person or via email. All documents submitted for an appeal are retained for audit purposes by the Registrar or their designee, along with documentation of the appeal

outcome. Changing your mind about college, poor academic performance, disciplinary withdrawal, or not receiving expected financial assistance are considered to be the result of personal choices and actions and will not be considered for a refund appeal after the above noted time limitations. Failure to comply with published deadlines or regulations is not a serious and compelling reason to seek a refund and will not be approved.

- Students withdrawing after the 50% refund has expired will not be considered for a refund, regardless of the reason.
- Request for a refund submitted later than one year after the end of the term for which the refund request is made will not be considered, regardless of the reason.
- In instances where the Provost grants a retro-withdrawal, tuition and fee charges may be adjusted with the University's established refund policy.

## Financial Aid, Scholarships, Awards, Grants

The University of Austin and its students are fortunate to benefit from the generosity of many individuals and organizations. Scholarships and awards are funded through generous gifts from donors. Eligibility is determined on the basis of academic performance, and, in some cases, financial need.

- **Founders Scholarship** - The members of the 2024 entering class are part of a unique cohort of builders and innovators who will partner with University faculty and staff to help build America's next great university. In recognition of the significant vision, character, and commitment it takes to establish a new institution, each student admitted to the Fall 2024 incoming class receives a scholarship covering the full cost of undergraduate tuition for four years.
- **Lonsdale Magaro Build Scholarship** - The University of Austin's most prestigious scholarship identifies future leaders who embody the spirit of American exceptionalism and show outstanding promise as builders and innovators. Students must compete for this scholarship by submitting a separate, supplemental essay. Winners of the Lonsdale Magaro Build Scholarship receive a \$100,000 merit scholarship, which will be disbursed in four equal installments over the course of the student's undergraduate career. There are up to 10 Build Scholarships available for the Class of 2028.
- **Opportunity Grant** - The University of Austin's principal need-based grant, which largely tracks to the DOE's Pell Grant eligibility qualifications and award calculations.
- **Polaris Grant** - An additional need-based grant awarded to qualifying students whose families fall within certain SAI bands.
- **Promise Scholarship** - A scholarship program that awards admitted students certain merit-based scholarships with no additional application on the student's part.
- **Student Employment Opportunity** - The University of Austin's internal work-study program.

# STUDENT SERVICES

## Polaris Center

The mission of the Polaris Center is to guide the undergraduate experience of UATX students and cultivate their personal and professional development, helping them build the knowledge and habits essential to a good life. The Center is home to the Polaris Project and Polaris Program, as well as the UATX Talent Network and the Integrated Student Support Center.

The UATX Talent Network is made up of employers and professionals in business, technology, science, public service, and the creative arts who are committed to helping foster students' professional growth by providing hands-on internships and training, Polaris Project mentoring, and career opportunities upon graduation. While at UATX, students will engage with Talent Network partners to explore professions, build tangible skills, and make valuable connections as they prepare to launch careers.

As students pursue their studies and develop their Polaris Projects, they will be paired with a Polaris Guide from the Center who will help them navigate an intentional professional development path informed by their aptitudes, interests, and aspirations. Along the way, guides will meet with students regularly and support them in building a robust, strengths-based skill set; applying for relevant internship opportunities; locating training materials; recruiting Polaris Project mentors; and eventually, preparing for job interviews. Polaris Guides will also coordinate with academic advisors and professional mentors to ensure that a student's development activities align with their educational focus and Polaris Project goals.

The Polaris Center brings student services together in one location, providing access to information on and assistance with all aspects of campus life.

## Accessibility & Disability Resources

Qualified students can request reasonable accommodations, academic modifications, or adjustments to mitigate the effects that a disability may have on their performance in a traditional academic setting. Students who want to request an accommodation or academic modification or adjustment must contact the ADA & Accommodations team at [accommodations@uaustin.org](mailto:accommodations@uaustin.org) and identify as having a disability. The disclosure of a student's disability is voluntary, but if the student does not disclose the disability, the University of Austin cannot determine which accommodations, academic modifications, or adjustments may be appropriate

For more information see the University of Austin Student Handbook

## Campus Communications

University officials will communicate with students through the University of Austin email accounts and preferred mailing address. It is the responsibility of all students to use the communication methods assigned to them.

The University will use electronic means of communication regarding policies and procedures, financial aid information, housing information, health and wellness resources, etc. This information may be communicated through email, University of Austin Portal access, or the UATX website.

## **Criminal Violations/Dispositions**

During a student's period of enrollment at the University of Austin, should the student be subject to any criminal charge and/or any disposition of a criminal charge, on or off campus, student must within two business days notify the Office of the Registrar in writing regarding the nature of the charge/offense and the disposition of the charge if applicable. The student does not have to notify the Office of the Registrar for traffic-related misdemeanors unless the traffic-related misdemeanor involves alcohol or drugs (e.g., students are not required to report a speeding ticket, but they are required to report a Driving Under the Influence (DUI) ticket or Driving While Intoxicated (DWI) ticket).

All students must notify the Office of the Registrar in writing within two business days of any criminal charge, any disposition of a criminal charge, on or off campus, or any school, college or university disciplinary action against the student, or any type of military discharge other than a honorable discharge that occurs at any time after the student is accepted at the University of Austin (this includes incidents that occur on or off campus and incidents during breaks).

Failure to report any criminal violation and/or disposition will be grounds to recommend charges under the Student Code of Conduct.

## **Drug & Alcohol Policy**

The 1989 amendments to the Drug-Free Schools and Campuses Act, Part 86, requires that as a condition of receiving funds or any other form of financial assistance under a federal program, an institution of higher education must certify it has adopted and implemented a program to prevent unlawful possession, use or distribution of illicit drugs and alcohol by students and employees. The University of Austin, therefore, maintains and enforces alcohol and other drug policies consistent with federal, state of Texas, and local laws. In the state of Texas, individuals must be 21 years of age or older to legally purchase and consume alcoholic beverages.

University of Austin believes that alcohol abuse is a significant health issue that is counterproductive to the pursuit of academic excellence. While we do not view alcohol and other drug use as inherently detrimental to individual health, the risk remains high that traditional college age students, in particular, may become involved in the abusive behaviors associated with use that impacts their academic performance, health, and overall well-being.

For more information see the *University of Austin Student Handbook*.

## **Medical and Counseling Services**

### **Medical**

Students needing emergency medical attention should call 911.  
Students needing non-emergency medical attention may go to:

One Medical  
Congress Avenue, 319 Congress Ave., Austin, TX 78701  
(888) 663-6331

In emergencies, students should go to the emergency room at Dell Seton Medical Center at The University of Texas, which is at:

1500 Red River St  
Austin, TX 78701  
(512) 324-7000

## **Counseling**

2-1-1 Texas/United Way Navigation Center: 2-1-1 is a free, easy-to-use phone number that connects callers anywhere in Texas with health and human service providers in their community. This service provides information on resources for housing, transportation, clothing, physical and mental health care, childcare, education, employment, counseling, government resources, volunteer opportunities, disaster information, and many other resources. This service is available 24 hours a day, 7 days a week.

211 Toll Free: (877) 541-7905  
2000 E. MLK Jr. Blvd.  
Austin, TX 78702

Speak with someone today  
Please call **988** for the National Suicide and Crisis Lifeline

## **Student Code of Conduct**

See the *University of Austin Student Handbook*.

## **Student Grievances**

See the *University of Austin Student Handbook*.

## **Student Discipline Records**

The University maintains for every student who has received any discipline sanctions a written discipline record. The file shall include the nature of the offense, the penalty assessed and any other pertinent information.

Student discipline records are confidential in accordance with federal and state laws. The contents of the student's discipline record may not be revealed to anyone not associated with campus discipline except upon written request of the student or a court-ordered subpoena.

## UNDERGRADUATE DEGREE REQUIREMENTS

The UATX undergraduate curriculum is designed to immerse students in a community of teaching and learning that emphasizes academic rigor, civil discourse, and intellectual risk-taking. While the curriculum is more structured than many, students will have opportunities to pursue their particular interests from the very beginning of their education at UATX.

Students must complete 180 credit hours (45 per academic year) to graduate with a Bachelor of Arts in Liberal Studies, normally distributed over three terms per year with a course load of fifteen hours per term. Within these 180 hours, they must complete the following:

Intellectual Foundations	54 credit hours
Center Foundations, Core, Concentration, Electives	105 credit hours
Polaris	21 credit hours
Total for degree	<hr/> 180 credit hours

### Years 1 and 2

Polaris Retreat (0 credits)  
Intellectual Foundations (54 credits)  
Polaris Project (9 credits)  
Center Foundations (18 credits)  
Electives (12 credits)

### Years 3 and 4

Center Core (36 credits)  
Polaris Project (12 credits)  
Area of Concentration (24 to 27 credits--optional)  
Electives (12 credits)

Students *must* complete the Center Foundations and Center Core in any one Academic Center in order to graduate. Students who wish not to complete a concentration will need to complete 51 elective credits.

## Intellectual Foundations

Thoughtful and ethical innovators, builders, leaders, and citizens must be literate, numerate, conversant with the varieties of knowledge, and adept at sorting signal from noise across multiple domains of human experience. Informed by a deep understanding of the conditions of human flourishing, they must appreciate the advantages and problems of modernity and the promise and challenge of the American experiment.

Intellectual Foundations consists of 15 courses that introduce students to the various languages of understanding and teach them to see things whole, make connections, and sort signal from noise across multiple domains of experience.

The intended goals and outcomes of the Intellectual Foundations Programs are as follows:

- Display proficiency in the English language through interpretation of texts, persuasive writing, and effective speaking;
- Model and solve problems using quantitative reasoning tools, and understand how to quantify uncertainty as it applies to decision-making and risk;
- Achieve a critical understanding of the varieties of knowledge, their interrelationship, and the difference between knowledge and wisdom;
- Identify the necessary conditions of flourishing human lives and communities;
- Achieve a critical understanding of modern society and Western culture;
- Understand and appreciate the unique vibrancy of the American form of government and way of life.

Intellectual Foundations courses include:

### Humanities and Fine Arts

INF 1100	Chaos and Civilization (4.5 credits)
INF 1200	The Beginning of Politics (4.5 credits)
INF 1210	Writing and the English Language (3 credits)
INF 1300	Christianity and Islam, Europe, and the East (4.5 credits)
INF 2210	Mortality and Meaning in Art and Music (3 credits)

### Natural Sciences, Mathematics and Technology

INF 1110	Knowing, Doing, Making, Wisdom (4.5 credits)
INF 1130	Quantitative Reasoning I (3 credits)
INF 1220	Quantitative Reasoning II (3 credits)
INF 1330	Foundations of Science I (3 credits)
INF 2100	The Uses and Abuses of Technology (3 credits)
INF 2110	Foundations of Science II (3 credits)

### Social and Behavioral Sciences

INF 1320	Intellectual Foundations of Economics (3 credits)
INF 2120	Modernity and the West (4.5 credits)
INF 2200	The American Experiment (4.5 credits)
INF 2300	Ideological Experiments of the 20th Century (3 credits)

**Note:** All courses taken by students in the first semester of the Freshman year will appear as Pass/Fail on student transcripts. Students will also receive written evaluations noting the grade they earned on an A-F scale.



## Center For Arts and Letters

The mission of the Center for Arts and Letters (CAL) is to develop the skills and historical awareness necessary to make informed, lasting, and important contributions to our shared culture by studying and participating in debates about systems of belief and by analyzing and creating works of art.

**Degree:** Bachelor of Arts

**Concentrations:** Literature and Creative Writing, Ethics and Politics

### Program Overview and Objectives:

The intended learning outcomes for the Center for Arts and Letters are:

- Understand and articulate the history of Western culture from antiquity to the present day in its broad outlines, with reference to religion and philosophy as well as the arts.
- Acquire some exposure to the history and culture of at least one non-European, non-Anglophone civilization.
- Discern and articulate the relation between form, content, and historical context in works of art and debates about systems of belief.

### Program Layout:

Intellectual Foundations	54 credit hours
Center Foundations	18 credit hours
Center Core	36 credit hours
Concentration	27 credit hours
Electives	24 credit hours
Polaris	21 credit hours
Total for degree	180 credit hours

### Area of Concentration: Literature and Creative Writing

#### Center Foundations:

- ALT 1010 The Rise and Fall of Ancient Rome (3 credits)
- ALT 1020 Crown, Cathedral, and Crusade (3 credits)
- ALT 1030 The Renaissance and the Reformation (3 credits)
- ALT 1040 Reason and Revolution (3 credits)
- ALT 1050 Romanticism and Realism (3 credits)
- ALT 1160 The Sublime and the Beautiful I: Classical, Medieval, and Early Modern (1.5 credits)
- ALT 1180 The Sublime and the Beautiful II: Modern and Contemporary (1.5 credits)

#### Center Core:

- ALT 1060 Decadence, Modernism, and the Great War (3 credits)
- ALT 1200 The Theory Wars (1.5 credits)
- ALT 1220 Postmodernism and the End of History (1.5 credits)
- ALT 1240 Colonialism, Decolonization, and Postcolonialism (1.5 credits)
- ALT 1260 Critical Theory (1.5 credits)

Assessment for all other Center Core courses in Literature and Creative Writing (listed below) includes the option of a 'creative critical' project in the style of and/or in response to the primary sources under study in addition to more abstract research essays grounded in historical context as well as formal analysis and engaged in argument with other secondary sources.

- ALT 1300 Tragedy (3 credits)
- ALT 1400 Comedy (3 credits)
- ALT 1500 Medieval Literature (3 credits)
- ALT 1600 Early Modern Literature (3 credits)
- ALT 1800 Romantic and Victorian Literature (3 credits)
- ALT 1900 Modern and Contemporary Literature (3 credits)
- ALT 1950 American Literature (3 credits)
- ALT 3300 Shakespeare: Tragedies and Romances (3 credits)
- ALT 3330 Shakespeare: Comedies and Problem Plays (3 credits)

#### Concentration:

Students concentrating in Literature and Creative Writing must take at least 6 credits of *Writing Studio*. This course is available to juniors and seniors in increments of 3 credits per term and may be repeated for credit. Students can take-up to 18 credits of *Writing Studio*, of which up to 12 may count towards completing their required concentration requirements; any credits of *Writing Studio* above 12 will count instead as electives.

Students in other Centers of Inquiry can enroll in *Writing Studio* if they have completed at least 6 credits of Center Foundations and/or Center Core in Literature and Creative Writing and are simultaneously enrolled in at least 3 additional credits of Center Foundations or Center Core in Literature and Creative Writing.

In addition to the 6-12 credits that they earn from *Writing Studio*, students concentrating in Literature and Creative Writing must take their choice of 15-21 credits from the following list, for a total of 27. At least 6 of these credits must be selected from courses focused on material written pre-1800: *Socrates and Montaigne*; *Dante, The Divine Comedy*; *Chaucer, The Canterbury Tales*; *Shakespeare: The Roman Plays*; *Shakespeare: The History Plays*; *Milton, Paradise Lost*, or a qualifying *Special Topic* or *Independent Study in Literature*.

- ALT 4000 Writing Studio (minimum 6 credits; maximum 18 credits)

#### **Choose remaining 15-21 credits from below (6 credits must be from pre-1800):**

##### Pre 1800:

- ALT 3160 Chaucer, *The Canterbury Tales* (1.5 credits)
- ALT 3200 Socrates and Montaigne (3 credits)
- ALT 3310 Dante, *Inferno* (1.5 credits)
- ALT 3315 Dante, *Purgatorio* (1.5 credits)

- ALT 3320 Dante, *Paradiso* (1.5 credits)  
ALT 3340 Shakespeare: The Roman Plays (1.5 credits)  
ALT 3360 Shakespeare: The History Plays (1.5 credits)  
ALT 3400 Milton, *Paradise Lost* (1.5 credits)  
ALT 4100 Special Topics in Literature Pre 1800 (1.5 credits)  
ALT 4110 Special Topics in Literature Pre 1800 (3 credits)  
ALT 4300 Independent Study Pre 1800 (1.5 credits)  
ALT 4310 Independent Study Pre 1800 (3 credits)  
Post 1800:  
ALT 3500 Austen (3 credits)  
ALT 3720 Kierkegaard (1.5 credits)  
ALT 3740 Melville, *Moby Dick* (1.5 credits)  
ALT 3760 Dostoyevsky (3 credits)  
ALT 3780 Nietzsche (1.5 credits)  
ALT 3900 Joyce (3 credits)  
ALT 4200 Special Topics in Literature Post 1800 (1.5 credits)  
ALT 4210 Special Topics in Literature Post 1800 (3 credits)  
ALT 4400 Independent Study Post 1800 (1.5 credits)  
ALT 4410 Independent Study Post 1800 (3 credits)

Electives:

To be discussed with your academic advisor

## Area of Concentration: Ethics and Politics

### Center Foundations:

- ALT 1010 The Rise and Fall of Ancient Rome (3 credits)
- ALT 1020 Crown, Cathedral, and Crusade (3 credits)
- ALT 1100 Faith, Reason, and Science I: Medieval, Contemporary, & Early Modern (1.5 credits)
- ALT 1120 Faith, Reason, and Science II: Modern and Contemporary (1.5 credits)
- ALT 3000 Plato, Republic (1.5 credits)
- EPH 1610 Introduction to World Economics and Political History (4.5 credits)
- EPH 1810 History, Historiography, and the Philosophy of History (3 credits)

### Center Core:

- ALT 1030 The Renaissance and the Reformation (3 credits)
- ALT 1040 Romanticism and Realism (3 credits)
- ALT 1050 Reason and Revolution (3 credits)
- ALT 1060 Decadence, Modernism, and the Great War (3 credits)
- ALT 2000 Classical Ethics I: Plato, Aristotle, and Hellenistic Philosophers (1.5 credits)
- ALT 2020 Classical Ethics II: Cicero, Seneca, and Plutarch (1.5 credits)
- ALT 2100 Classical Political Philosophy (3 credits)
- ALT 2200 Medieval and Early Modern Ethics (3 credits)
- ALT 2300 Medieval and Early Modern Political Philosophy (3 credits)
- ALT 2600 Methodological Approaches to Political Philosophy (3 credits)
- ALT 2700 Introduction to the History and Culture of China (4.5 credits)
- ALT 3220 Machiavelli, *Discourses on Livy* (1.5 credits)
- ALT 3340 Shakespeare: The Roman Plays (1.5 credits)
- ALT 3360 Shakespeare: The History Plays (1.5 credits)

### Concentration:

- ALT 1220 Postmodernism and the End of History (1.5 credits)
- ALT 1260 Critical Theory (1.5 credits)
- ALT 2400 Modern and Contemporary Political Philosophy (3 credits)
- ALT 2500 Self and Other: The Ethics and Politics of Recognition (3 credits)
- ALT 3200 Socrates and Montaigne (3 credits)
- ALT 3600 Montesquieu, *The Spirit of Law* (1.5 credits)
- ALT 3620 Tocqueville, *Democracy in America* (1.5 credits)
- ALT 3700 Kant and Hegel (3 credits)
- ALT 3720 Kierkegaard (1.5 credits)
- ALT 3760 Dostoyevsky (3 credits)
- ALT 3780 Nietzsche (1.5 credits)
- ALT 3800 Arendt and Strauss (1.5 credits)
- ALT 3850 MacIntyre (1.5 credits)

### Electives:

To be discussed with your academic advisor

## Center For Economics, Politics, and History

The mission of the Center for Politics, Economics and History (CEPH) is to produce an integrative and historically informed understanding of politics and economics (what is sometimes referred to as the single discipline of “political economy”). We study history with the intent to apply it to understand practical problems that arise in economics and politics. Technical ability and analytical knowledge are also integrated in the curriculum.

**Degree:** Bachelor of Arts

**Concentration:** Economics, Politics, and History

### Program Overview and Objectives:

The CEPH at UATX will equip students to understand how governments and businesses deal with core challenges and empower them to deal with the challenges they will face, as students, employees, and citizens. That is why the curriculum must be integrated across three disciplines—economics, history, and political science. The challenges are not separable; hence, the tools to address them are not separable. In our curriculum, some courses are specifically designed to ensure familiarity with US history and the challenges the US faces today, but most courses are global in their reach and draw from the diverse histories and challenges that have faced all countries around the world. The program will provide students access to top-tier faculty committed to excellence, and a curriculum that thoroughly grounds students in all three areas.

Upon completion of this program, students will be able to:

- Develop an understanding of the basic facts of the evolution of economies, governments, and businesses throughout human history;
- Develop skills consistent with the disciplinary tools needed to analyze systematically questions related to politics and economics;
- Use those disciplinary tools to analyze a broad range of economic and political problems that have arisen in human history;
- Demonstrate understanding of how governments and businesses deal with three core challenges: producing sufficient economic surplus to maintain the population, adjudicating disputes within groups, and adjudicating disputes across groups;
- Consider the implications of those four learning outcomes for public policy;

### Program Layout:

Intellectual Foundations	54 credit hours
Center Foundations	16.5 credit hours
Center Core	37.5 credit hours
Concentration	27 credit hours
Electives	24 credit hours
Polaris	21 credit hours
Total for degree	180 credit hours

## Area of Concentration: Economics, Politics, and History

### Center Foundations:

- EPH 1100 Analytical Tools for Economics and Political Science (3 credits)
- EPH 3040 Introduction to World Economics and Political History (4.5 credits)

#### **Choose three out of five classes as Foundations (9 credits):**

- EPH 1300 Foundations of Microeconomics I (3 credits)
- EPH 1400 Foundations of Macroeconomics I (3 credits)
- EPH 2000 Introduction to Applied Econometrics (3 credits)
- EPH 2200 Foundations of Political Science I (3 credits)
- EPH 3010 Foundations of Microeconomics II (3 credits)

### Center Core:

- EPH 1300 Foundations of Microeconomics I<sup>^</sup> (3 credits)
  - EPH 1400 Foundations of Macroeconomics I<sup>^</sup> (3 credits)
  - EPH 1500 History, Historiography, and the Philosophy of History (3 credits)
  - EPH 2000 Introduction to Applied Econometrics<sup>^</sup> (3 credits)
  - EPH 2010 Data Science for Social Scientists (3 credits)
  - EPH 2200 Foundations of Political Science I<sup>^</sup> (3 credits)
  - EPH 2300 Foundations of Political Science II (3 credits)
  - EPH 2400 Philosophers of Political Economy (3 credits)
  - EPH 3010 Foundations of Microeconomics II<sup>^</sup> (3 credits)
  - EPH 3020 Foundations of Macroeconomics II (3 credits)
  - EPH 3030 Corporate Finance, Accounting, and Business Planning (3 credits)
  - EPH 3050 Public Choice (3 credits)
  - EPH 3060 Advanced Topics in Panel Data Analysis (3 credits)
  - EPH 3110 Advanced Topics in American Economic History (3 credits)
  - EPH 3230 Finance and Economic Development (4.5 credits)
- <sup>^</sup>if not taken in foundations, must be taken in core

### Concentration:

#### **Choose one class (3 credits) from below:**

- EPH 3070 Advanced Topics in Time Series Analysis (3 credits)
- EPH 3080 Advanced Topics in Data Science for Social Sciences (3 credits)

#### **Choose eight classes (24 credits) from below:**

- EPH 2600 The Changing Structure of Civilization... (3 credits)
- EPH 3090 Advanced Microeconomics (3 credits)
- EPH 3100 Advanced Macroeconomics, Public Finance and Growth Theory (3 credits)
- EPH 3110 Advanced Topics in American Political History (3 credits)
- EPH 3120 Voting, Political Parties and Electoral Politics (3 credits)
- EPH 3130 Business Structures and Governance (3 credits)
- EPH 3140 Capitalism, Its Critics, and the History of Growth, Poverty, and Inequality (3 credits)
- EPH 3150 How Political Revolutions Happen... (3 credits)
- EPH 3170 Advanced Topics in World Economic History (3 credits)

- EPH 3180 Property Rights and their Economic and Political Consequences (3 credits)
- EPH 3190 International Trade (3 credits)
- EPH 3200 Rationality and its Limits: From Becker to Thaler and Beyond (3 credits)
- EPH 3210 International Finance (3 credits)
- EPH 3220 Money, Banking, and the Financial System (3 credits)
- EPH 3240 International Relations (3 credits)
- EPH 3250 Entrepreneurship and Entrepreneurial Finance (3 credits)

Electives:

To be discussed with your academic advisor

## Center For Science, Technology, Engineering, and Mathematics

The mission of the Center of Inquiry for Science, Technology, Engineering, and Mathematics is to teach students to think and reason quantitatively, exercise creativity, formulate and solve complex problems, and communicate technical solutions clearly in order to inform good decision-making and foster innovation.

**Degree:** Bachelor of Arts

**Concentration:** Computing and Data Science

### Program Overview and Objectives:

The Center of Science, Technology, Engineering, and Mathematics (C-STEM) at UATX will be a community of exceptional scholars and purpose-driven students, deeply engaged with each other and with cooperating partners to cultivate technically-informed thinking and doing. The program curriculum combines best-in-practice academic content with applications and lessons learned from influential thinkers and doers in the private and public sectors. C-STEM Polaris Projects will offer a unique opportunity for undergraduate students to do sustained work on a single through-line problem in their area of technical interest.

Upon completion of this program, students will be able to:

- Speak, read, and write in mathematical language.
- Formulate and solve quantitative problems using appropriate technical language, models, and techniques;
- Collect and analyze data using appropriate technology tools;
- Communicate technical solutions clearly through writing, speaking, and visualization.

### Program Layout:

Intellectual Foundations	54 credit hours
Center Foundations	18 credit hours
Center Core	36 credit hours
Concentration	27 credit hours
Electives	24 credit hours
Polaris	21 credit hours
Total for degree	180 credit hours

### Area of Concentration: Computing and Data Science

#### Center Foundations:

- STM 1001 Calculus I (4.5 credits)
- STM 1002 Calculus II (4.5 credits)
- STM 1004 Differential Equations (4.5 credits)
- STM 1005 Discrete Math (4.5 credits)

#### Center Core:

- STM 2101 Probability (4.5 credits)
- STM 2102 Statistics (4.5 credits)
- STM 2103 Linear Algebra (4.5 credits)
- STM 2104 Linear Optimization (4.5 credits)



STM 2300 Data Wrangling and Visualization (4.5 credits)  
STM 2301 Programming I (4.5 credits)  
STM 2501 Physics I (4.5 credits)  
STM 2502 Physics II (4.5 credits)

Concentration:

STM 2302 Programming II (4.5 credits)  
STM 3301 Data Structures and Scalability (4.5 credits)  
STM 3302 Data Storage (4.5 credits)  
STM 3303 Machine Learning (4.5 credits)

Electives:

STM 3304 Computer Architecture and Organization (4.5 credits)  
STM 4101 Nonparametric Statistics (4.5 credits)  
STM 4102 Statistical Learning (4.5 credits)  
STM 4301 Human Data Interaction (4.5 credits)  
STM 4302 Big Data Computing (4.5 credits)

## **Polaris Project**

When students enter their junior year after completing the Intellectual Foundations curriculum, they will be prepared to explore new subjects from multiple perspectives. That will be crucial as they enter one of our academic Centers and begin to concentrate on their Polaris Projects. These projects involve doing, making, building, or discovering something that meets a human need. Like Polaris, the North Star by which seafarers have navigated for millennia, they are meant to orient a student's education and give it a directed trajectory. Polaris Projects can be creative, scholarly, technical, artistic, philanthropic, entrepreneurial—this list is not exhaustive. But they will all involve connecting with people and employing resources outside of the university. They will all involve acquiring digital literacy.

The process of seeing a human need, drafting plans, researching, and experimenting, and formulating and reformulating goals and means will prepare our students to be thoughtful innovators and builders. It will prepare them for life.

### **Project Overview and Objectives:**

- Work productively and cooperatively on a project to do, make, build, or discover something of general benefit.
- Plan, execute, assess, publicly present, and effectively field questions about one's project.

## **The Polaris Curriculum**

All Polaris Program courses (21 credit hours) are required in conjunction with the Polaris Project. The sequence of courses is as follows:

### **Polaris Retreat - year 1**

Outcome: Students are fully prepared to begin their undergraduate studies and understand their responsibilities as a member of the UATX community.

Objectives: Students will be:

- Oriented to the UATX campus, the curriculum, and academic opportunities.
- Introduced to University's principles, practices, and culture of open inquiry and civil discourse.
- Inspired by UATX faculty and Talent Network partners to begin their studies and explore possible Polaris Project ideas.
- Connected to one another, University leadership, and faculty.

### **POL 1110 Polaris Ideas - year 1**

Outcome: Achieve a broad understanding of the origin of ideas and the social conditions of innovation.

Objectives: Students will be able to:

- Understand the role of cognitive processes and creative thinking in the generation of ideas.
- Identify and analyze the historical, cultural, political, and economic influences that shape ideas and innovation.
- Collaborate with peers to foster idea exchange and collective creativity.

### **POL 2100 Polaris Inspirations - year 2**

Outcome: Develop ideas and acquire skills necessary to plan and undertake a Polaris Project.

Objectives: Students will be able to:

- Critically evaluate Polaris-like projects across a range of different areas and subjects, with attention to projects' importance, feasibility, planning, and execution.
- Reflect critically on their own learning process.

### **POL 2110 Polaris Frame - year 2**

Outcomes: Develop and focus preliminary Polaris proposals.

Objectives: Students will be able to:

- Conduct and publicly present precedent studies.
- Produce and present a viable preliminary proposal.
- Produce podcasts, blogs, and design a functional website.
- Interview and be interviewed.
- Provide constructive and positive criticism of other students' proposals.

### **POL 3100 Polaris Pitch – year 3**

Outcome: Produce a Polaris Project proposal that merits final approval.

Course Objectives: Students will be able to:

- Produce, present, and defend a viable final proposal, including a schedule of deliverables.
- Develop skills in speaking, problem-solving, answering questions, and effectively employing media (e.g., visual aids) necessary for an advanced proposal.

### **POL 3150\*\* Polaris Build – years 3 & 4**

Outcome: Progressively undertake or implement the Polaris project.

Course Objectives: Students will be able to:

- Progressively execute, critically assess, and (where necessary) reformulate key elements of the Polaris project.

\*\*Repeatable for credit

### **POL 4150 Polaris Launch – year 4**

Outcome: Launch Polaris projects and present and defend them on a public platform, e.g., blog, lecture, video, podcast, etc.

Course Objectives: Students will be able to:

- Execute, assess, publicly present, and effectively field questions about their projects.
- Effectively employ chosen publication platform (e.g., podcast, video production, etc.)
- Provide an overview of their intellectual journeys, critically reflecting on successes, failures, lessons learned, and (where applicable) future plans related to their projects.

## COURSE DESCRIPTIONS

- ALT 1010      The Rise and Fall of Ancient Rome      3 credit hours**  
This course is a general introduction to the cultural and intellectual history of ancient Rome from its founding to its decline, fall, and continuation as Byzantium. Why was ancient Rome able to conquer and rule most of the Mediterranean world? Why did it eventually collapse? What did ancient Romans believe? What kind of debates did they have? What is distinctive about ancient Roman culture, and how did it change over time? Through independent reading, guided reading, lectures, and in-class discussion, you will acquire a substantial introductory knowledge of the cultural and intellectual history of ancient Rome.
- ALT 1020      Crown, Cathedral, and Crusade      3 credit hours**  
This course is a general introduction to the cultural and intellectual history of Britain and Europe from late antiquity to the end of the fifteenth century, including the interaction between Europe and the Arabic-speaking world. How did the legacy of Greek and Roman antiquity, the feudal system, Celtic paganism, Scandinavian heathenism, Christianity, and the encounter with Islam shape English and European culture from the fall of Rome up to the Renaissance and the Reformation? Through independent reading, guided reading, lectures, and in-class discussion, you will acquire a substantial introductory knowledge of the cultural and intellectual history of medieval Britain and Europe, as well as their relation to the Near East.
- ALT 1030      The Renaissance and the Reformation      3 credit hours**  
This course is a general introduction to the cultural and intellectual history of England and Europe in the fifteenth, sixteenth, and seventeenth century, including the interaction between Europe and the Ottoman Empire, as well as some consideration of the contemporary Mughal Empire. How did the feuding city-states of early modern Italy produce unprecedented innovation in the arts? How did Greek scholars fleeing the Ottoman Empire change the course of intellectual history? Why did authors such as Erasmus and Rabelais begin to doubt the value of philosophy? What were the origins of the Reformation? And why did it lead to a century of warfare? Through independent reading, guided reading, lectures, and in-class discussion, you will acquire a substantial introductory knowledge of the cultural and intellectual history of early modern England and Europe, as well as some exposure to contemporary developments in the Near East and South Asia.
- ALT 1040      Reason and Revolution      3 credit hours**  
This course is a general introduction to the cultural and intellectual history of England and France in the seventeenth and eighteenth centuries, with particular attention to the Scientific Revolution, the Enlightenment, and the French Revolution. Initially, the sectarian violence of the early modern Wars of Religion gave way to new ideals of moderation, tolerance, and religious pluralism. Over time, however, Christianity encountered a new challenge in the form of philosophical materialism and unabashed atheism. What new ways of thinking prompted the Scientific Revolution? What were the arguments of the philosophes? What were the counterarguments of contemporary conservatives? What led to the French Revolution? Did this outbreak of popular violence prove a change for the better or the worse? Through independent reading, guided reading, lectures, and in-class discussion, you will acquire a

substantial introductory knowledge of the cultural and intellectual history of seventeenth- and eighteenth-century England and France.

**ALT 1050      Romanticism and Realism      3 credit hours**

This course is a general introduction to the restless, rapidly developing cultural, intellectual, and political landscape of England, Europe, and Russia in the nineteenth century, including the German Counter-Enlightenment, philosophical idealism, the rise and fall of Napoleon Bonaparte, the populist Revolutions of 1848, and new experiments in literary and artistic naturalism. Why did German and English authors turn against the influence of the French Enlightenment? How did German philosophers move beyond the early modern tension between empiricism and rationalism? What is a 'superfluous man'? Did the reforms instituted by Napoleon fulfill the aims of the French Revolution? What did Tocqueville and Marx think of the so-called 'Springtime of Nations'? What was the Paris Commune? Through independent reading, guided reading, lectures, and in-class discussion, you will acquire a substantial introductory knowledge of the cultural, intellectual, and political history of nineteenth-century England, Europe, and Russia.

**ALT 1060      Decadence, Modernism, and Postmodernism      3 credit hours**

This course is a general introduction to the cultural, intellectual, and political landscape of England, Europe, and Russia at the end of the nineteenth century and the beginning of the twentieth century, as fin-de-siècle decadence gave way to the 'Great War' we now know as World War I, as well as the Russian Revolution and the Spanish Civil War. What led to this period of violent upheaval? How do political movements such as anarchism, fascism, and Marxism both resemble each other and differ? What prompted experiments in art and architecture such as Dada, Surrealism, Cubism, Art Nouveau, and Art Deco? How did the film industry begin? Through independent reading, guided reading, lectures, and in-class discussion, you will acquire a substantial introductory knowledge of the cultural, intellectual, and political history of late nineteenth-century and early twentieth-century England, Europe, and Russia.

**ALT 1100      Faith, Reason, and Science I: Medieval, Contemporary, and Early Modern      1.5 credit hours**

This course examines the distinctiveness, interrelation, relative limitations, and relative scope of three sometimes-rivalrous epistemologies: faith, reason, and science. Are traditional religions such as Judaism, Christianity, and Islam compatible with the exercise of logic, as well as the evidence of our senses? Can belief in the existence of an omnipotent and benevolent God be reconciled to the existence of human pain and suffering? Is belief in evolution compatible with belief that the world was created by God? What is the scientific method? Can we operate on the assumption that the world is entirely material, or is speculation about metaphysics and the supernatural an inevitable given of the human condition? Through guided reading and in-class discussion, students will acquire an in-depth knowledge of many of the most important and influential debates about the relation between faith, reason, and science from antiquity to the Enlightenment.

- ALT 1120 Faith, Reason, and Science II: Modern and Contemporary 1.5 credit hours**  
 This course examines the distinctiveness, interrelation, relative limitations, and relative scope of three sometimes-rivalrous epistemologies: faith, reason, and science. Are traditional religions such as Judaism, Christianity, and Islam compatible with the exercise of logic, as well as the evidence of our senses? Can belief in the existence of an omnipotent and benevolent God be reconciled to the existence of human pain and suffering? Is belief in evolution compatible with belief that the world was created by God? What is the scientific method? Can we operate on the assumption that the world is entirely material, or is speculation about metaphysics and the supernatural an inevitable given of the human condition? Through guided reading and in-class discussion, students will acquire an in-depth knowledge of many of the most important and influential debates about the relation between faith, reason, and science from the Enlightenment to the present day.  
 Prerequisite: ALT 1100
- ALT 1140 Work, Leisure, and the Good Life 1.5 credit hours**  
 This course is a sustained reflection on the nature and meaning of work and leisure. What roles do work and leisure play in a good life, for communities as well as individuals?
- ALT 1160 The Sublime and the Beautiful I: Classical, Medieval, and Early Modern 1.5 credit hours**  
 What is beauty? What is the sublime? This course introduces the history of competing claims about aesthetics, alongside acclaimed masterpieces of classical, medieval, and early modern art, architecture, and music.
- ALT 1180 The Sublime and the Beautiful II: Modern and Contemporary 1.5 credit hours**  
 What is beauty? What is the sublime? This course explores the more recent history of competing claims about aesthetics, alongside acclaimed masterpieces of early modern, modern, and contemporary art, architecture, and music.  
 Prerequisite: ALT 1160
- ALT 1200 The Theory Wars 1.5 credit hours**  
 This course introduces students to twentieth-century controversies about method in the humanities. How should we interpret a cultural artifact such as painting or a poem? Students will consider the relative merits of formalism, historicism, and psychoanalysis, as well as arguments for and against “critique,” in light of movements such as Formalism, New Criticism, psychoanalysis, Deconstruction, and New Historicism.  
 Prerequisite: ALT 1160, ALT 1180
- ALT 1220 Postmodernism and the End of History 1.5 credit hours**  
 Is history meaningful? Does it have a direction or a purpose? This course introduces the concept of postmodernism and explores its intellectual origins and artistic expression, within the larger context of the collapse of Communism at the end of the twentieth century and the current crisis of liberalism. Students read works and excerpts from works such as Foucault, “Nietzsche, Genealogy, History”; Lyotard, *The Postmodern Condition*; Baudrillard, *Simulacra and Simulation*; Jameson, *Postmodernism*; Gray, *Liberalism*; Fukuyama, *The End of History and the Last Man*; and Deneen, *Why Liberalism Failed*.  
 Prerequisite: ALT 1060

- ALT 1240 Colonialism, Decolonization, and Postcolonialism 1.5 credit hours**  
 This course introduces the intellectual and cultural history of European colonialism and decolonization, focusing on the origins, effects, and legacy of European imperialism from the eighteenth century to the present day, and engaging with ongoing debates about its possible benefits to the colonized, as well as the colonizers, in light of its human cost. Students read works and excerpts from works such as Conrad, *Heart of Darkness*; Achebe, "An Image of Africa"; Watts, "A Bloody Racist"; Gilley, "King Hochschild's Hoax"; Fanon, *Black Skin, White Masks*; Fanon, *The Wretched of the Earth*; Saïd, *Orientalism*; Lewis, "The Question of Orientalism"; Ferguson, *Empire*; and Biggar, *Colonialism*.
- ALT 1260 Critical Theory 1.5 credit hours**  
 Towards the end of the twentieth century, the Soviet Union collapsed, and the Eastern Bloc turned away from Communism. Marxism, discredited by the evidence of history, began to take on new forms, sometimes at odds with its former premises and conclusions. This course explores the development of Marxism from the counterculture of the 1960s to the present day, with reference to Gramsci, Marcuse, and present-day identity politics.
- ALT 1300 Tragedy 3 credit hours**  
 What is tragedy? How does it work? How has it changed over time? This course traces the history of tragedy from antiquity to the present day. Students read plays such as Sophocles, *Oedipus the King*; Miller, *Death of a Salesman*; and Soyinka, *Death and the King's Horseman*, as well as selections from secondary sources such as Steiner, *The Death of Tragedy*, and Nuttall, *Why Does Tragedy Give Pleasure?* Students may also read short stories and watch films.
- ALT 1400 Comedy 3 credit hours**  
 What is comedy? How does it work? How has it changed over time? This course traces the history of comedy from antiquity to the present day. Students read plays by authors such as Aristophanes, Plautus, Molière, Gay, Wilde, and Stoppard, as well as selections from secondary sources such as Hutcheson, *Thoughts on Laughter*, and Freud, *Jokes and Their Relation to the Unconscious*. Students may also read short stories and watch films.
- ALT 1500 Medieval Literature 3 credit hours**  
 This course introduces students to acclaimed and influential works of literature written in the Middle Ages.
- ALT 1600 Early Modern Literature 3 credit hours**  
 This course introduces students to acclaimed and influential works of literature written in the sixteenth, seventeenth, and eighteenth centuries.
- ALT 1800 Romantic and Victorian Literature 3 credit hours**  
 This course introduces students to acclaimed and influential works of literature written in the nineteenth century.

<b>ALT 1900</b>	<b>Modern and Contemporary Literature</b> This course introduces students to acclaimed and influential works of literature written in the twentieth- and twenty-first centuries.	<b>3 credit hours</b>
<b>ALT 1950</b>	<b>American Literature</b> This course introduces students to acclaimed and influential works of literature written in North America, ranging from the Revolutionary Period to the present day.	<b>3 credit hours</b>
<b>ALT 2000</b>	<b>Classical Ethics I: Plato, Aristotle, and the Hellenistic Philosophers</b> This course compares and contrast rival claims about ethics in ancient Greece and Rome, starting with Plato and Aristotle and encompassing later Hellenistic schools of thought such as Stoicism, Skepticism, Epicureanism, Cynicism, and Neo-Platonism. Students may consider the appropriation of classical ethics by theologians committed to Abrahamic religions such as Judaism, Christianity, and Islam in later antiquity, as well as the revival of classical schools of thought such as Stoicism in the Renaissance, the Enlightenment, and the present day. Students may also consider non-Western analogues.	<b>1.5 credit hours</b>
<b>ALT 2020</b>	<b>Classical Ethics II: Cicero, Seneca, and Plutarch</b> This course compares and contrast rival claims about ethics in ancient Greece and Rome, focusing on the reception of Plato and Aristotle, as well as later Hellenistic schools of thought such as Stoicism, Skepticism, Epicureanism, Cynicism, and Neo-Platonism, in the work of Cicero, Seneca, and Plutarch. Prerequisite: ALT 2000	<b>1.5 credit hours</b>
<b>ALT 2100</b>	<b>Classical Political Philosophy</b> This course compares and contrasts rival claims about politics in ancient Greece and Rome, beginning with Plato and Aristotle and encompassing later authors such as Polybius, Cicero, Plutarch, and St. Augustine. Students may also consider non-Western analogues.	<b>3 credit hours</b>
<b>ALT 2200</b>	<b>Medieval and Early Modern Ethics</b> This course explores rival claims about morality and the moral implications of human psychology written in the Middle Ages, Renaissance, and Enlightenment, including works and excerpts of works by authors such as St. Augustine, St. Thomas Aquinas, Erasmus, Luther, Calvin, Montaigne, de la Rochefoucauld, de la Bruyère, Mandeville, the British Moralists, and French <i>philosophes</i> .	<b>3 credit hours</b>
<b>ALT 2300</b>	<b>Medieval and Early Modern Political Philosophy</b> This course explores works on the structure of human societies and the political implications of human nature written in the Middle Ages, Renaissance, and Enlightenment, including works by conservative as well as progressive thinkers and critics as well as proponents of liberalism.	<b>3 credit hours</b>
<b>ALT 2400</b>	<b>Modern and Contemporary Political Philosophy</b> This course explores works on the structure of human societies and the political implications of human nature written in the nineteenth-, twentieth-, and twenty-first centuries, including works by conservative as well as progressive thinkers and critics as well as proponents of liberalism.	<b>3 credit hours</b>



<b>ALT 2420</b>	<b>Work, Leisure, and the Good Life</b> This seminar is a sustained reflection on the nature and meaning of work and leisure. What roles do work and leisure play in the good life, for communities as well as individuals?	<b>1.5 credit hours</b>
<b>ALT 2500</b>	<b>Self and Other: The Ethics and Politics of Recognition</b> This course explores the ethical and political implications of “recognition” (German, <i>Anerkennung</i> ), including its connection to the Greek concept of <i>thumos</i> , as well as its relation to the social importance of “honor.” Students will focus on the role of recognition in Hegel’s thought, as well as its reception and transformation in the work of later philosophers. Students will read and discuss works and excerpts of works by authors such as Hegel, Kojève, Sartre, Buber, Lévinas, Ricoeur, Fukuyama, and Honneth. Prerequisite: ALT 3700	<b>3 credit hours</b>
<b>ALT 2600</b>	<b>Methodological Approaches to Political Philosophy</b> How and why should we study political philosophy? This course will explore ongoing debates about method within political philosophy, as well as the relation of political philosophy to other disciplines such as sociology and political science.	<b>3 credit hours</b>
<b>ALT 2700</b>	<b>Introduction to the History and Culture of China</b> This course will introduce students to the intellectual and cultural history of China, ranging from antiquity to the present day, and including art, architecture, music, literature, theater, and film, as well as treatises and excerpts of works on ethics, politics, and aesthetics.	<b>4.5 credit hours</b>
<b>ALT 3000</b>	<b>Plato, <i>Republic</i></b> Students read and discuss Plato’s <i>Republic</i> . They may also read and discuss some selections from Plato’s <i>Laws</i> .	<b>1.5 credit hours</b>
<b>ALT 3160</b>	<b>Chaucer, <i>The Canterbury Tales</i></b> Students will read and discuss Chaucer’s <i>Canterbury Tales</i> .	<b>1.5 credit hours</b>
<b>ALT 3200</b>	<b>Socrates and Montaigne</b> Students read and discuss Montaigne’s <i>Essays</i> , as well as a variety of sources on Socrates, including not only works and excerpts of works by contemporaries such as Plato, Xenophon, and Aristophanes but also excerpts of works by later authors such as Hegel and Kierkegaard. Prerequisite: ALT 2000 Pre/Co-requisite ALT 2020	<b>3 credit hours</b>
<b>ALT 3220</b>	<b>Machiavelli, <i>Discourses on Livy</i></b> Students read and discuss Machavelli’s <i>Discourses on Livy</i> , as well as some selections from Livy’s <i>Ab urbe condita</i> (“From the Founding of the City”). Prerequisite: ALT 1010	<b>1.5 credit hours</b>
<b>ALT 3310</b>	<b>Dante, <i>Inferno</i></b> Students read and discuss Dante’s <i>Inferno</i> .	<b>1.5 credit hours</b>
<b>ALT 3315</b>	<b>Dante, <i>Purgatorio</i></b> Students read and discuss Dante’s <i>Purgatorio</i> .	<b>1.5 credit hours</b>

<b>ALT 3320</b>	<b>Dante, <i>Paradiso</i></b> Students read and discuss Dante's <i>Paradiso</i> .	<b>1.5 credit hours</b>
<b>ALT 3300</b>	<b>Shakespeare: Tragedies and Romances</b> Students read and discuss Shakespeare's most important tragedies and romances, including in particular <i>Macbeth</i> , <i>Othello</i> , and <i>King Lear</i> , as well as <i>Pericles</i> , <i>Cymbeline</i> , <i>The Winter's Tale</i> , and <i>The Tempest</i> .	<b>3 credit hours</b>
<b>ALT 3330</b>	<b>Shakespeare: Comedies and Problem Plays</b> Students read and discuss Shakespeare's most important comedies and problem plays, including in particular <i>A Midsummer Night's Dream</i> , <i>As You Like It</i> , <i>Twelfth Night</i> , and <i>Much Ado about Nothing</i> , as well as <i>The Taming of the Shrew</i> , <i>Measure for Measure</i> , and <i>The Merchant of Venice</i> .	<b>3 credit hours</b>
<b>ALT 3340</b>	<b>Shakespeare: The Roman Plays</b> Students read and discuss a selection of Shakespeare's plays about ancient Rome, including in particular <i>Julius Caesar</i> , <i>Coriolanus</i> , and <i>Antony and Cleopatra</i> , as well as his epyllion, <i>The Rape of Lucrece</i> . Students may also read <i>Titus Andronicus</i> . Prerequisite: ALT 1010	<b>1.5 credit hours</b>
<b>ALT 3360</b>	<b>Shakespeare: The History Plays</b> Students read and discuss a selection of Shakespeare's plays about the English Wars of the Roses, including in particular <i>Richard II</i> , <i>1-2 Henry IV</i> , and <i>Henry V</i> .	<b>1.5 credit hours</b>
<b>ALT 3400</b>	<b>Milton, <i>Paradise Lost</i></b> Students read and discuss Milton's <i>Paradise Lost</i> , <i>Paradise Regained</i> , and <i>Samson Agonistes</i> .	<b>1.5 credit hours</b>
<b>ALT 3500</b>	<b>Austen</b> Students read and discuss a selection of Jane Austen's most celebrated novels.	<b>1.5 credit hours</b>
<b>ALT 3600</b>	<b>Montesquieu, <i>The Spirit of the Laws</i></b> Students read and discuss Montesquieu's <i>Spirit of the Laws</i> . Prerequisite: ALT 2100	<b>1.5 credit hours</b>
<b>ALT 3620</b>	<b>Tocqueville, <i>Democracy in America</i></b> Students read and discuss Tocqueville's <i>Democracy in America</i> . Prerequisite: ALT 3600	<b>1.5 credit hours</b>
<b>ALT 3700</b>	<b>Kant and Hegel</b> Students read and discuss works and excerpts of works by Kant and Hegel.	<b>3 credit hours</b>
<b>ALT 3720</b>	<b>Kierkegaard</b> Students read and discuss works and excerpts of works by Kierkegaard. Prerequisite: ALT 3700	<b>1.5 credit hours</b>

<b>ALT 3740</b>	<b>Melville, <i>Moby Dick</i></b> Students read and discuss Melville's novel <i>Moby Dick</i> , as well as his novella, <i>Billy Budd</i> .	<b>1.5 credit hours</b>
<b>ALT 3760</b>	<b>Dostoyevsky</b> Students read and discuss several of Dostoyevsky's most acclaimed novels, including in particular <i>Crime and Punishment</i> and <i>The Brothers Karamazov</i> .	<b>3 credit hours</b>
<b>ALT 3780</b>	<b>Nietzsche</b> Students read and discuss works and excerpts of works by Nietzsche. Prerequisite: ALT 3760	<b>1.5 credit hours</b>
<b>ALT 3800</b>	<b>Arendt and Strauss</b> Students read and discuss works and excerpts of works by Arendt and Strauss. Prerequisite: ALT 3760	<b>1.5 credit hours</b>
<b>ALT 3850</b>	<b>MacIntyre</b> Students read and discuss works and excerpts of works by MacIntyre, including in particular <i>After Virtue</i> , <i>Whose Justice? Which Rationality?</i> , <i>Three Rival Versions of Moral Inquiry</i> , and <i>Dependent Rational Animals</i> . Prerequisite: ALT 2000, ALT 2020, ALT 2200	<b>1.5 credit hours</b>
<b>ALT 3900</b>	<b>Joyce</b> Students read and discuss Joyce, <i>A Portrait of the Artist as a Young Man</i> and Joyce, <i>Ulysses</i> . Students may also read selections from Joyce, <i>Dubliners</i> .	<b>1.5 credit hours</b>
<b>ALT 4000</b>	<b>Writing Studio</b> Students will undertake individual projects in creative writing under the guidance of an experienced mentor.	<b>3 credit hours</b>
<b>ALT 4100</b>	<b>Special Topics in Literature Pre 1800</b> Special Topics	<b>1.5 credit hours</b>
<b>ALT 4110</b>	<b>Special Topics in Literature Pre 1800</b> Special Topics	<b>3 credit hours</b>
<b>ALT 4200</b>	<b>Special Topics in Literature Post 1800</b> Special Topics	<b>1.5 credit hours</b>
<b>ALT 4210</b>	<b>Special Topics in Literature Post 1800</b> Special Topics	<b>3 credit hours</b>
<b>ALT 4300</b>	<b>Independent Study Pre 1800</b> Independent Study in Literature	<b>1.5 credit hours</b>
<b>ALT 4310</b>	<b>Independent Study Pre 1800</b> Independent Study in Literature	<b>3 credit hours</b>

<b>ALT 4400</b>	<b>Independent Study Post 1800</b> Independent Study in Literature	<b>1.5 credit hours</b>
<b>ALT 4410</b>	<b>Independent Study Post 1800</b> Independent Study in Literature	<b>3 credit hours</b>
<b>ALT 4500</b>	<b>Special Topics in Ethics and Politics</b> Special Topics	<b>1.5 credit hours</b>
<b>ALT 4510</b>	<b>Special Topics in Ethics and Politics</b> Special Topics	<b>3 credit hours</b>
<b>ALT 4600</b>	<b>Independent Study in Ethics and Politics</b> Independent Study in Ethics and Politics	<b>1.5 credit hours</b>
<b>ALT 4610</b>	<b>Independent Study in Ethics and Politics</b> Independent Study in Ethics and Politics	<b>3 credit hours</b>
<b>ALT 4700</b>	<b>Special Topics in Film</b> Special Topics	<b>1.5 credit hours</b>
<b>ALT 4710</b>	<b>Special Topics in Film</b> Special Topics	<b>3 credit hours</b>
<b>EPH 1100</b>	<b>Analytical Tools for Economics and Political Science</b> This course introduces students to the most useful mathematical tools that will be applied in the remaining courses in economics and political science offered by the Center for Economics, Politics and History. Students learn each mathematical tool and then how to apply it to an economic or political problem. Students will become familiar with the meaning and use of the following key concepts: functions, utility maximization under certainty and uncertainty, solving a system of equations, using derivatives in optimization problem solving, probability and the main families of probability distribution functions, conditional and unconditional probability, the law of large numbers, the central limit theorem, variance, covariance, correlation, projection, regression, stochastic processes, cooperative and noncooperative games, and Nash Equilibrium. Students will also learn the basics of programming in R.	<b>3 credit hours</b>
<b>EPH 1200</b>	<b>Introduction to American Politics</b> This course examines the central concepts and controversies in American government. More importantly, it focuses on identifying your own political beliefs and how they relate to the conflicts in our contemporary politics. We will focus on two main aspects of American politics: Beliefs and Rights. The course addresses two central questions: What are the major ideological disputes that characterize American politics? How do we solve the conflict between majority rule and individual rights?	<b>3 credit hours</b>

- EPH 1300      Foundations of Microeconomics I      3 credit hours**  
 This course in the foundations of microeconomics will develop students' understanding about a broad range of problems related to the operation of markets, social policy, and business. The course covers the following topics: opportunity cost, marginal value, marginal cost, the production possibility frontier, indifference curves, the determination of market supply and demand, how market prices convey information about costs and benefits of goods and services procured in the market, elasticity of demand, income and substitution effects, the efficiency of competitive equilibrium, consumer and producer surplus, externalities, public goods, the Coase Theorem, imperfect and asymmetric information, expected utility, risk aversion, and signaling.
- EPH 1400      Foundations of Macroeconomics I      3 credit hours**  
 This course sequence will build an analytical macroeconomic framework and then use it to explain changing conditions in the world economy and the challenges these present for modern policy makers and business leaders. Students will become familiar with basic terminology regarding the phases of the business cycle, central banks' behavior in managing monetary policy (including recent tools, such as quantitative easing, and others), economic growth, inflation, interest rates, exchange rates, global competitiveness, unemployment, fiscal policy, debt sustainability and the external sector (international reserves and the like). At the end of the sequence, it is expected that students will be able to critically assess how possible developments in the world economy – such as the change in the monetary policy stance by central banks – will affect economic conditions, social conditions, and the business environment. The first course defines basic concepts, including short- and long-run aggregate supply, aggregate demand, inflation, exchange rates, central banks, monetary policy, and Keynesian and Monetarist schools of thought.
- EPH 1500      History, Historiography, and the Philosophy of History      3 credit hours**  
 This course introduces students to the discipline of history by offering a combination of the history of Western historiography and key readings in the philosophy and methodology of history. Topics include contemporary controversies over the politicization of history, the origins of the Western historical tradition, and recent debates on historical causation and counterfactuals. A key objective is to familiarize students with some of the pioneers of historical scholarship and writing, from Thucydides to Isaiah Berlin.
- EPH 1600      American Legal System      3 credit hours**  
 This course introduces the major aspects and controversies of the American legal system, including the adversarial system; the role of multiple players such as lawyers, trial judges, juries, and appellate judges; civil and criminal trials; constitutional law and the rights of defendants; standards of proof; and current controversies such as false convictions and the death penalty. The course will discuss the several “trials of the century” (the Scopes Monkey Trial, Alger Hiss, Bernie Goetz, Patty Hearst, OJ Simpson, George Zimmerman, the Central Park Five, Brett Kavanaugh, and others) to illustrate these concepts and the central role of American law in American politics.

- EPH 2000 Introduction To Applied Econometrics 3 credit hours**  
 This course familiarizes students with the essential toolkit social scientists use to make inferences and decisions using data. A wide range of topics in probability, statistics and regression analysis are explored, as well as methods for causal inference, model building and evaluation, experiment design, machine learning, neural nets, and cross-validation.  
 Prerequisites: EPH 1100
- EPH 2010 Data Science for Social Scientists 3 credit hours**  
 This course introduces students to many of the most important tools of data science used by social scientists, including tools used in natural language processing and machine learning.  
 Prerequisites: EPH 1100
- EPH 2100 Political Theories of Democracy 3 credit hours**  
 What is democracy? Is it a perennial political ideal, or do its manifestations depend on historical circumstance—for example, on the ideology of a dominant social class? What (if anything) unites the Greek *polis*, the Roman *res publica*, the Medieval and Renaissance *commune*, and the liberal nation-state as it emerged from the French and American revolutions? We will explore these questions by reading landmark texts in political philosophy, from Plato, Machiavelli, and Locke to Hegel, Schmitt, and Rawls. Special attention will be paid to the *rational* and *arational* bases of democracy—does it arise from a “social contract,” or from the less tangible “civic virtue” of a people? We will also discuss the fact that democracy tends to be theorized in times of crisis, when it is either imperiled or posed as a utopian alternative to the existing order.
- EPH 2200 Foundations of Political Science I 3 credit hours**  
 This is the first of two introductory courses in political science. The two courses introduce students to the way modern political scientists think, including the fundamental theoretical tools of the discipline, and then applies those theories to key problems in political science. The sequence explores all five major subfields of political science. These are political methodology, political theory (which divides into normative and positive), comparative politics, and international relations. The first course will cover political theory and political methodology.
- EPH 2300 Foundations of Political Science II 3 credit hours**  
 This is the second of two courses introducing students to political science. It covers a broad overview of research, and contains specific discussions of American political history, international comparative politics, and international relations, exposing students to the different topic areas within these fields and different research methods.  
 Prerequisite: EPH 1410
- EPH 2400 Philosophers of Political Economy 3 credit hours**  
 This course reviews the history of the development of economic and political ideas, with special emphasis on contributions from 1700 to 1950.

<b>EPH 2600</b>	<b>The Changing Structure of Civilization: Tribes, City States, Empires, &amp; Nations</b> This course analyses structural changes in civilization that have coincided with and shaped global history.	<b>3 credit hours</b>
<b>EPH 2900</b>	<b>Special Topics</b> Special Topics	<b>3 credit Hours</b>
<b>EPH 3010</b>	<b>Foundations of Microeconomics II</b> This advanced course in microeconomics covers the following topics: cost functions and their relation to market supply, the effects of entry and exit by producers on long-run market equilibrium, the constant returns to scale production function, the Solow Growth model, the decomposition of output growth into the weighted growth of the factors of production and the growth rate of productivity, the marginal product theory of income distribution, the meaning and importance of expected inflation and the real interest rate, time preference, durable asset returns and their relationship to interest rates and present values, the life cycle-permanent income hypothesis of consumer behavior, and finally, deviations from perfect competition, the inefficiencies they can create, and the regulatory policies that have been developed to mitigate or prevent these deviations. Prerequisite: EPH 1300	<b>3 credit hours</b>
<b>EPH 3020</b>	<b>Foundations of Macroeconomics II</b> This is an advanced course in macroeconomics. This course presents balance of payments accounting, defines international competitiveness and the real exchange rate, the examines key relationships between interest rates and exchange rates, various facts and approaches related to monetary and fiscal policy, sovereign default, fiscal dominance, and exchange rate sustainability. Prerequisite: EPH 1400	<b>3 credit hours</b>
<b>EPH 3030</b>	<b>Corporate Finance, Accounting, and Business Planning</b> This course teaches students how to construct business plans and use them to formulate cash flow analysis from income and expense statements and balance sheets, and then use the cash flow analysis as a basis for financial planning, valuation of the business, and creating a strategy to fund the idea.	<b>3 credit hours</b>
<b>EPH 3040</b>	<b>Introduction to World Economic and Political History</b> This course introduces students to the basic political and economic facts of human history, seeking both to describe and explain the variation in observed economic and political outcomes across time and space, which also requires a discussion of how to approach identifying causality when studying historical change. Variation that will be studied occurs over several dimensions: material well-being, which activities people are engaged in, the scale of economic and political organizations, the degree of centralization of political power, population density, the extent of individual freedom, the geographic range of economic transactions, and the extent to which political systems are democratic.	<b>4.5 credit hours</b>

<b>EPH 3050</b>	<b>Public Choice</b> This course integrates economic and political theory to analyze how choices about public policy are made by voters, candidates, legislators, bureaucrats, and the institutions in which they operate.	<b>3 credit hours</b>
<b>EPH 3060</b>	<b>Advanced Topics in Panel Data Analysis</b> This course applies advanced econometric analyses to economic and political problems that arise in a panel context, combining variation over time with cross-sectional variation at a moment in time. Prerequisite: EPH 2000, EPH 2010	<b>3 credit hours</b>
<b>EPH 3070</b>	<b>Advanced Topics in Time Series Analysis</b> This course applies time series techniques to study variation among variables over time. Prerequisite: EPH 2000, EPH 2010	<b>3 credit hours</b>
<b>EPH 3080</b>	<b>Advanced Topics in Data Science for Social Sciences</b> This course presents advanced topics and tools in data science that are especially relevant to social science. Prerequisite: EPH 2000, EPH 2010	<b>3 credit hours</b>
<b>EPH 3090</b>	<b>Advanced Microeconomics</b> This course presents advanced topics and tools in applied microeconomics. Prerequisites: EPH 2000, EPH 2300, EPH 3010, EPH 3020, EPH 3030	<b>3 credit hours</b>
<b>EPH 3100</b>	<b>Advanced Macroeconomics, Public Finance and Growth Theory</b> This course presents advanced topics and tools in applied macroeconomics, public finance, and growth theory. Prerequisites: EPH 2000, EPH 2300, EPH 3010, EPH 3020, EPH 3040	<b>3 credit hours</b>
<b>EPH 3110</b>	<b>Advanced Topics in American Political History</b> This course studies political changes (changes resulting from elections, party politics, and public choice) from roughly 1700 to the present.	<b>3 credit hours</b>
<b>EPH 3120</b>	<b>Voting, Political Parties and Electoral Politics</b> This course studies, in theory and in practice, how voting rules affect election outcomes, and how political parties are formed.	<b>3 credit hours</b>
<b>EPH 3130</b>	<b>Business Structures and Governance</b> This course introduces students to analysis of how businesses are structured and governed. Prerequisites: EPH 1110, EPH 1120, EPH 1210, EPH 1220, EPH 1310, EPH 1320, EPH 1410, EPH 1420, EPH 1510	<b>3 credit hours</b>
<b>EPH 3140</b>	<b>Capitalism, Its Critics, and the History of Growth, Poverty, and Inequality</b> This course considers socialist and other criticisms of economies in which markets outcomes and private ownership determine the allocation of resources. It considers those criticisms in	<b>3 credit hours</b>



the light of evidence about the growth and distribution consequences over time of capitalist development.

- EPH 3150      How Political Revolutions Happen      3 credit hours**  
This course studies the history of revolutions to understand their causes. Cases include the Glorious Revolution, the American Revolution, the French Revolution, Latin American Revolutions, the Greek Revolution, the Russian Revolution, the Chinese Revolution, and others. Britain (1688), US (1776), France (1789), Greece (1821), Mexico (1910), Russia (1917), China (1949), Eastern Europe (1989), Brazil (1990s), Chile (2020s)  
Prerequisites: EPH 1610, EPH 1710, EPH 1810
- EPH 3160      Advanced Topics in American Economic History      3 credit hours**  
This course studies the evolution of the American economy and its consequences from roughly 1600 to 1970.  
Prerequisites: EPH 1500
- EPH 3170      Advanced Topics in World Economic History      3 credit hours**  
This course studies the evolution of economies other than the United States from roughly 1200 to 1970.  
Prerequisites: EPH 1500
- EPH 3180      Property Rights and Their Economic and Political Consequences      3 credit hours**  
This course examines the role of establishing and enforcing property rights for private and public governance outcomes, in theory and in practice.
- EPH 3190      International Trade      3 credit hours**  
This course studies why countries trade and considers the consequences for welfare of trade from theoretical and empirical perspectives, both in the past and the present.
- EPH 3200      Rationality and its Limits: "From Becker to Thaler and Beyond"      3 credit hours**  
Does rational choice really guide economic decisions? This course juxtaposes rationalist and anti-rationalist behavioral perspectives about how economic actors behave.
- EPH 3210      International Finance      3 credit hours**  
This course analyses the role of international finance in allocating global resources through various financial instruments, including international capital flows associated with investments in debt, equity, and foreign-direct investment.
- EPH 3220      Money, Banking, and the Financial System      3 credit hours**  
This course studies the operations and interactions among monetary systems, banking systems, and financial systems, and their relevance for the economy.
- EPH 3230      Finance and Economic Development      4.5 credit hours**  
This course studies the linkages between financial development and economic development throughout the world, combining historical understanding with an understanding of current events.

<b>EPH 3240</b>	<b>International Relations</b> This course studies how countries interact in their political decisions and how the various kinds of interactions (trade, migration, international investments, diplomacy, and war) influence one another's decisions and outcomes.	<b>3 credit hours</b>
<b>EPH 3250</b>	<b>Entrepreneurship and Entrepreneurial Finance</b> This course analyzes how entrepreneurs originate and fund business ideas, with special emphasis on understanding the role of venture capital in business formation and growth.	<b>3 credit hours</b>
<b>EPH 3900</b>	<b>Special Topics</b> Special Topics	<b>3 credit hours</b>
<b>EPH 4000</b>	<b>Independent Study</b> An independent study course involves an individual contract between the student and a faculty member, specifying what requirements the student will meet.	<b>3 credit hours</b>
<b>EPH 4900</b>	<b>Special Topics</b> Special Topics	<b>3 credit hours</b>
<b>INF 1100</b>	<b>Chaos and Civilization</b> This seminar asks what foundational texts of the Western tradition can teach us about the origins of civilization. What is the character of the beginning of human life, and why does it matter? What roles do the heroes of Homer, Plato, the Greek tragedies, and the Bible play in the beginning of civilization? Are they agents of order or disorder?	<b>4.5 credit hours</b>
<b>INF 1110</b>	<b>Knowing, Doing, Making, Wisdom</b> This seminar examines the nature and limits of knowledge and the relationship between knowledge and wisdom. Guiding questions include: What is knowledge? What are its sources, modes, objects, and methods? How is knowledge manifested in doing and making? How is it acquired, preserved, and transmitted? What are the limits of our knowledge? Is some knowledge ineffable? How does knowledge differ from wisdom?	<b>4.5 credit hours</b>
<b>INF 1130</b>	<b>Quantitative Reasoning I</b> The first of a two-course sequence in quantitative reasoning. Topics include interpretation of graphical information, and quantitative modeling. Throughout the course examples will be drawn from a variety of fields including physics, biology, and economics; there will be particular emphasis on the laws of nature and analogies among them.	<b>3 credit hours</b>
<b>INF 1200</b>	<b>The Beginning of Politics</b> An introduction to the nature, meaning, and purposes of political life. What is politics? Are human beings political animals? Does a city differ from a pack of wolves, a herd of sheep, or a band of robbers? What is law? Can we say that some laws are better than others? What do Greek and biblical understandings of politics and leadership have in common?	<b>4.5 credit hours</b>

- INF 1210      Writing and the English Language      3 credit hours**  
 This seminar aims to increase our appreciation for the English language and to make us better writers and more perceptive readers. What can great poems, plays, speeches, letters, autobiographies, short stories, and essays teach us about the depth and range of the English language and the uses of language as such? How can good reading promote good writing—and vice-versa?
- INF 1220      Quantitative Reasoning II      3 credit hours**  
 The second of a two-course sequence in quantitative reasoning. Topics include quantifying uncertainty, estimation techniques and applications. Throughout the course examples will be drawn from a variety of fields including physics, biology, and economics; there will be particular emphasis on the laws of nature and analogies among them.  
 Prerequisite: INF 1130
- INF 1300      Christianity and Islam, Europe, and the East      4.5 credit hours**  
 An introduction Christianity and Islam that explores their place in Western civilization. What is Christianity? What is Islam? How do both interpret their biblical predecessors and incorporate classical thought? Can Christianity find common ground with Islam? How do these religions relate to the European identity? What is revealed about Christians, Muslims, and Asiatic peoples through their encounters?
- INF 1320      Intellectual Foundations of Economics      3 credit hours**  
 This course examines the extension of moral philosophy into the origins of a core social science (Economics). We will discuss in sequence the Greek and Christian legacies, the challenge of Hobbes, Adam Smith and the Classical Economists, Mercantilism, Utilitarianism, Neoclassicism, the German historical school, the Austrian school of von Mises and Hayek, American institutionalism, the heresy of Veblen, and Schumpeterian innovation. At each stage, students will examine how the core questions asked and frameworks applied shaped disagreements with earlier thinkers and the emergence of new ideas. Students will depart with a sense of the competing intellectual traditions which shape contemporary social science.
- INF 1330      Foundations of Science I      3 credit hours**  
 This course is the first part of a two-course sequence designed to explore and understand some of the most important ideas in science. This first course introduces students to a framework for scientific thinking and investigates key ideas in physical and earth sciences. Emphasis will be placed on applications and interdisciplinary connections across areas of study in the course sequence.
- INF 2100      The Uses and Abuses of Technology      3 credit hours**  
 This seminar examines the advantages and disadvantages of technology from a broadly human perspective. What is technology? How has it shaped human life? What are its intellectual presuppositions, social conditions, benefits, and dangers?

- INF 2110 Foundations of Science II 3 credit hours**  
 This course is the second part of a two-course sequence designed to explore and understand some of the most important ideas in science. This second course will build on principles from the first course and investigate key ideas in the chemical and life sciences. Emphasis will be placed on applications and interdisciplinary connections across areas of study in the course sequence.  
 Prerequisite: INF 1330
- INF 2120 Modernity and the West 4.5 credit hours**  
 This seminar is an introduction to modernity and the West. What does it mean to say that we are modern, that we have progressed beyond a pre-modern or medieval world? How do conceptions of the natural world, human being, science, and the aims of knowledge change with the advent of modernity? What is distinctive about modern Western ways of thinking, feeling, and acting? What discontents are endemic to the modern world?
- INF 2210 Mortality and Meaning in Art and Music 3 credit hours**  
 Does death negate the meaning of a human life? Or can mortality and death give life meaning? This seminar explores the relationship between mortality and meaning through the study of works of art from different historical periods and cultures and in various genres and media, including painting, sculpture, and music.
- INF 2200 The American Experiment 4.5 credit hours**  
 What is the American regime—the form of government and way of life—and what, if anything, makes it distinctive? Why has America been a land of hope? What great failings have Americans struggled to overcome? Can Americans be said to have a distinctive character? We shall explore these questions through the study of a variety of writings, including political documents and speeches, autobiographies, novels, and essays.
- INF 2300 Ideological Experiments of the 20th Century 3 credit hours**  
 An examination of the philosophical roots and practical consequences of ideological tyranny in the 20th century, particularly Nazism and Soviet Communism. What are the presuppositions of ideological experimentation? What does ideological tyranny do to the bodies and characters of individual human beings? What are its effects on thought, art, politics, religion, and the economy?
- POL 1110 Polaris Ideas 3 credit hours**  
 Where do ideas come from? Is the process similar for practical inventions, like the light bulb, and intellectual and artistic ones, like scientific discoveries, novels, paintings, and music? What are the social and economic preconditions for successful innovations? This seminar will explore these questions by engaging with a wide variety of readings.
- POL 2100 Polaris Inspirations 3 credit hours**  
 This course uses case studies and lectures to introduce students to a broad variety of possible Polaris projects and to the basic methods employed in the UATX Academic Centers. Invited speakers will lecture about their own Polaris-style projects (e.g., starting a business,

founding a newspaper) and students will read case studies associated with these lectures. Student deliverables include lecture/case study reviews and journals.

- POL 2110      Polaris Frame      3 credit hours**  
This course provides a forum for students to workshop their Polaris projects. Students will present their project proposals to their peers and to professors from different academic Centers and receive critical feedback. The course will also include units on digital literacy, including blogs, podcasts, and websites. Deliverables include a preliminary project proposal, a ranked list of six potential mentors, and three detailed precedent studies.
- POL 3100      Polaris Pitch      3 credit hours**  
Students will enroll in a Polaris Pitch course offered by the academic Center in which they will be undertaking their projects. In this course, they will work intensively on producing and pitching a polished proposal. Students will present plans to peers and faculty and collectively refine their projects. At the conclusion of the course, they will present their projects for final approval to a committee of UATX faculty and outside experts. Deliverables include a detailed project proposal and public engagement plan, as well as a roadmap of the process for realizing the project over the next five terms, i.e., by the end of the following academic year.
- POL 3110      Polaris Build      1.5 credit hours**  
In these independent study courses, students build their projects. They contact potential external mentors and generate a correspondence portfolio, including rejections. Having contracted with a mentor, they work with him or her as well as a UATX faculty member, receiving 1.5 credits of course relief each term in acknowledgement of the time that they are spending on their projects. Students report on their progress at the end of each term, and the Polaris Director and/or UATX faculty mentor establishes that the student is hitting his or her target dates of deliverables. Note: Course is repeatable
- POL 4150      Polaris Launch      3 credit hours**  
Students launch their projects beyond UATX. The deliverable at the end of this term is the project itself. These projects are demonstrated through an internal fair/expo (all projects) and an external showcase (select projects, chosen by competition).
- STM 1001      Calculus I      4.5 credit hours**  
This course is the first in a two-course sequence and exposes the student to mathematical modeling, differentiation, and the basics of vectors and operations on vectors.
- STM 1002      Calculus II      4.5 credit hours**  
This course is the second in a two-course sequence and exposes the student to mathematical ideas of accumulation, integration, and basic dynamics.  
Prerequisite: STM 1001
- STM 1004      Differential Equations      4.5 credit hours**  
Linear and simultaneous ordinary differential equations; exact solutions, solution by Laplace transform, and solution by numerical methods.  
Prerequisite: STM 1002

<b>STM 1005</b>	<b>Discrete Mathematics</b> This course introduces students to fundamental concepts and techniques in discrete mathematics. Topics covered include sets, logic, proofs, functions, relations, combinatorics, graph theory, and counting principles.	<b>4.5 credit hours</b>
<b>STM 2101</b>	<b>Probability</b> A first course in probability. Topics include basic probability axioms and counting techniques, random variables, conditional probability and Bayes' Rule, discrete and continuous probability distributions, joint distributions and correlation, Law of Large Numbers, and Central Limit Theorem. Prerequisite: STM 1002	<b>4.5 credit hours</b>
<b>STM 2102</b>	<b>Statistics</b> An introduction to statistics emphasizing multivariate modeling. Topics include descriptive statistics, experiment and study design, hypothesis testing, linear regression, analysis of variance, logistic regression. Prerequisite: STM 2101	<b>4.5 credit hours</b>
<b>STM 2103</b>	<b>Linear Algebra</b> A first course in linear algebra. Topics include systems of equations, matrix arithmetic and factorizations, the rank-nullity theorem, eigenvectors and eigenvalues, the singular value decomposition, projections, regression, and other applications. Computer programming language will be used throughout the course.	<b>4.5 credit hours</b>
<b>STM 2104</b>	<b>Linear Optimization</b> An introduction to linear programming. Topics include formulating mathematical optimization models, the Simplex solution method, sensitivity analysis, and basic linear programming theory. Prerequisite: STM 2103	<b>4.5 credit hours</b>
<b>STM 2300</b>	<b>Data Wrangling and Visualization</b> Students will use Python to wrangle large, messy data sets into forms suitable for modeling and analysis, and create visualizations that provide useful insights for decision-making.	<b>4.5 credit hours</b>
<b>STM 2301</b>	<b>Programming I</b> Introduction to computer programming for the purpose of implementing solutions relating to data acquisition, storage, processing, analysis, and visualization. The concepts provide foundational knowledge and experience upon which later data science courses will build.	<b>4.5 credit hours</b>
<b>STM 2302</b>	<b>Programming II</b> Builds on the programming skills developed in the prerequisite course and moves the focus towards a wider software ecosystem in order to solve more complex data science tasks. Students will learn and apply foundational principles of program organization including classes and objects, interfaces, inheritance, abstraction, and decoupling. In addition, important command-line skills will be developed for data gathering and cleaning, as well as	<b>4.5 credit hours</b>

library and software acquisition and use. These principles will be utilized through high-level programming in Python to analyze and manipulate real-world data sets.

Prerequisite: STM 2301

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|-----------------|--|-------------------------|
| <b>STM 2501</b> | <b>Physics I</b><br>The first of a two-course sequence emphasizing the fundamental principles of classical physics, introducing a variety of applications. Topics include kinematics, linear and rotational motion, forces, energy, collisions, gravitation, wave motion, and simple fluids.<br>Prerequisite: STM 1002   | <b>4.5 credit hours</b> |
| <b>STM 2502</b> | <b>Physics II</b><br>The second of a two-course sequence emphasizing the fundamental principles of classical physics, introducing a variety of applications. Topics include electricity, circuits, magnetism, and optics.<br>Prerequisite: STM 1002, STM 2501  | <b>4.5 credit hours</b> |
| <b>STM 3301</b> | <b>Data Structures and Scalability</b><br>Students will become familiar with the use and performance characteristics of common data structures including stacks, queues, lists, trees, heaps, and hash tables. The techniques of asymptotic analysis using big-O notation will be introduced as a formal tool to understand how computer programs scale in resource use for increasingly large inputs. A strong emphasis will be placed on developing the ability to choose the most appropriate data structures for a given computational task, and to roughly estimate the asymptotic complexity of programs with loops and nested function calls.<br>Prerequisite: STM 2301 | <b>4.5 credit hours</b> |
| <b>STM 3302</b> | <b>Data Storage</b><br>Provides an introduction to data storage methods and systems. Topics include hardware and software used to efficiently store large datasets, relational databases and data models, SQL, and applications that interact with databases.<br>Prerequisite: STM 3301  | <b>4.5 credit hours</b> |
| <b>STM 3303</b> | <b>Machine Learning</b><br>Provides an introduction to computational machine learning techniques. Topics include learning theory, unsupervised learning, recommendation systems, reinforcement learning, and neural networks.<br>Prerequisite: STM 3301  | <b>4.5 credit hours</b> |
| <b>STM 3304</b> | <b>Computer Architecture and Organization</b><br>Provides an introduction to low-level aspects of computer design. Topics include performance metrics, instruction set architectures, assembly language, logic design, memory hierarchies, and pipelining.<br>Prerequisite: STM 2301   | <b>4.5 credit hours</b> |
| <b>STM 3900</b> | <b>Special Topics</b><br>Special Topics  | <b>1.5 credit hours</b> |

<b>STM 3910</b>	<b>Special Topics</b> Special Topics	<b>3 credit hours</b>
<b>STM 3915</b>	<b>Special Topics</b> Special Topics	<b>4.5 credit hours</b>
<b>STM 4101</b>	<b>Nonparametric Statistics</b> Provides an introduction to nonparametric methods in statistics and their applications. Topics include the sign test, the rank-sum test, the Kruskal-Wallis test, Kolmogorov-Smirnov type tests, and others. Examines methods from both theoretical and application points of view. Prerequisite: STM 2101	<b>4.5 credit hours</b>
<b>STM 4102</b>	<b>Statistical Learning</b> Covers a variety of statistical learning topics, including: function estimation with data, bias-variance tradeoff, classification, linear regression, resampling methods, linear model selection and regularization, non-linear modeling, and tree-based methods, support vector machines, and unsupervised learning. Prerequisite: STM 2102	<b>4.5 credit hours</b>
<b>STM 4301</b>	<b>Human Data Interaction</b> Studies the intersection of people and data. This course covers technical concepts relating to how humans interact with data interfaces and visualizations, as well as ethical questions of how humans interpret, present, and ultimately deploy data science tools. Prerequisite: STM 3301	<b>4.5 credit hours</b>
<b>STM 4302</b>	<b>Big Data Computing</b> Focuses on processing large datasets in a distributed environment, including cloud systems and High-Performance Computing Centers. Topics include NoSQL systems, cloud architecture, and distributed frameworks. Prerequisite: STM 3302	<b>4.5 credit hours</b>
<b>STM 4303</b>	<b>Computer Algorithms</b> Presents techniques for designing, analyzing, and implementing computer algorithms. Students will gain a solid understanding of algorithmic problem-solving and be exposed to a variety of classical algorithms used in numerous applications. Prerequisite: STM 3301	<b>4.5 credit hours</b>



# BOARD OF TRUSTEES

## Board Role

The Board exists to govern UATX by exercising control over and management of the affairs and funds of the entity. Through the Constitution of the University of Austin, the Board of Trustees delegates the day-to-day management of UATX to its Officers and other senior management of UATX and provides guidance for their work.

## Board Leadership

The Board is led by the Chairman of the Board, who is responsible for convening and chairing meetings of the Board; organizing the Board's agenda with input from management and helping to identify the Board's information needs; leading Board discussions of management performance and compensation; and encouraging frank but collegial discussions both between Board members and the Board and management.

Joseph Lonsdale, *Chairman of the Board*

Teri Andresen

Brent Bellm

Sir Niall Ferguson

Pano Kanelos (*Ex-Officio*)

Scott Malkin

Andrew Trousdale

Bari Weiss

## ADMINISTRATION

<b>Stephen Asoli</b>	<b>Executive Director of Admissions</b> J.D., University of Pennsylvania Carey Law School B.S., Foreign Service, Georgetown University
<b>Elisheva Avishai</b>	<b>Executive Director, Mill Institute at UATX</b> Ed.L.D, System Leadership, Organizational Design and K-12 Education, Harvard Graduate School of Education M.B.A., Entrepreneurship and Innovation, University of Toronto
<b>Benjamin Crocker</b>	<b>Assistant Vice President for Students and Community</b> M.A., Liberal Arts, St. John's College Bachelor of Music, Queensland Conservatorium of Music
<b>Kristi Espino</b>	<b>Financial Controller</b> B.B.A., Accounting, Texas A&M University
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<b>Timothy Kane</b>	<b>Academic Lead for Polaris</b> Ph.D., Economics, University of California, San Diego B.S., Economics and political Sciences, United States Air Force Academy
<b>Rana Liebert</b>	<b>Senior Director, Principal Gifts</b> Ph.D., Classics, University of Chicago

	M.A., Classics, University of Chicago
	M.A., Classics, Yale University
	B.A., Classics, Bard College
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	Ph.D., Political Science, University of Pittsburgh
	M.S., History and Policy, Carnegie Mellon University
	B. Phil, Economics and Political Science, University of Pittsburgh
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	B.S., Business Administration, Franklin University
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	B.A., Drama, Kenyon College
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	M.S., Meteorology and Physical Oceanography, Naval Postgraduate School
	M.A., National Security and Strategic Studies, Naval War College
	M.A., Mathematics, University of Texas at Austin
	B.S., Mathematics, United States Naval Academy
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	ACMA, CGMA, Chartered Institute of Management Accountants
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	B.S., Mechanical Engineering, Massachusetts Institute of Technology

## FACULTY

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	M.Sc., Mathematics, Novosibirsk State University
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	M.S., History and Policy, Carnegie Mellon University
	B. Phil, Economics and Political Science, University of Pittsburgh
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	Ph.D., Department of Genome Sciences, University of Washington
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	M.S., Statistics, The University of Texas at Austin
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	<b>Assistant Professor of Classics</b>
	Ph.D., Department of Classical Studies, University of Pennsylvania

	Mellon/ ACLS., Dissertation Completion Fellowship, University of Pennsylvania P.BACC., Classics, University of Pennsylvania B.A., Classics and English, University of Virginia
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