

INF385T Ethnography and Socio-Technical Futures

28533

Fall 2024

CLASS MEETS: [3:30-6:30, Thursdays, UTA 1.504]

Instructor: Edgar Gómez-Cruz (please call me Edgar)

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Office hours: Tuesdays 11:00-13:00

and by appointment

LAND ACKNOWLEDGMENT

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

Course Description

Ethnographic research has found application and acceptance across various academic disciplines as well as industries. This course aims to introduce fundamental tenets of ethnographic methodology for investigating sociotechnical systems. Its foundation rests on interdisciplinary perspectives and anthropological insights, while simultaneously aligning with contemporary advancements such as design and speculative ethnography. The role of the future has perpetually held a central position in the utilization and shaping of technologies and information systems. A recurring narrative involves positioning a specific technology or system as "revolutionary" or "the future of" a certain domain. Adopting an ethnographic approach, this course seeks to critically examine sociotechnical imaginaries. Its objective is to glean insights from diverse communities, offering guidance in the design of futures that are more just, inclusive, equitable, and diverse.

PRE-REQUISITES FOR THE COURSE

None

LEARNING OUTCOMES

- To acquire a foundational understanding of ethnographic research and its potential applications in the context of technological and information systems.
- To recognize the interplay between sociotechnical systems and the societal visions of the future.
- To complete an ethnographic research project focusing on sociotechnical imaginaries.
- To develop skills in engaging ethnographically with sociotechnical systems and communities.

PLAGIARISM AND ACADEMIC INTEGRITY

Using someone else's work in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else's work, buying a paper, and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source, are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized.

Learning to cite sources appropriately is an important part of becoming a professional. When you are unsure about citation, you are encouraged to **ask your instructor** (who is already an expert in the discipline) what is appropriate in the context of your assignment. Consultants at The [University Writing Center](#) can also help you determine whether you are citing sources correctly—and they have helpful guides online for using [direct quotations](#) and [paraphrasing](#). Reviewing those skills will help you feel confident that you are handling sources professionally in your writing.

You can read the University's definition of plagiarism and other forms of academic dishonesty in Sec. 11-402 of the [Student Conduct Code](#). For more information, visit the [Dean of Students' site](#).

How Will You Learn?

STATEMENT OF LEARNING SUCCESS

Your success in this class holds significant importance for me. Learning styles vary among individuals, and everyone faces challenges at times. You are never alone in experiencing difficulties! If there are any components of this course hindering your learning process or making you feel excluded, kindly inform me at your earliest convenience. We will collaborate to formulate strategies that cater to both your requirements and the course demands. Furthermore, I encourage you to utilize the student resources offered by UT, and I am more than willing to facilitate connections with relevant individuals or centers if you wish.

TEACHING MODALITY INFORMATION

The class will be in-person with three sessions online (see calendar). The class uses a seminar-based/Lab model and attendance is essential for the student's success.

COMMUNICATION

The course Canvas site can be found at <https://utexas.instructure.com/courses/1340683>. Please email me through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

ASKING FOR HELP

You can reach out by email, call me, or come to my office hours. You can also request another time for a face-to-face or zoom meeting. I will try to accommodate as much as possible to your request.

A PERSONAL STATEMENT OF BELONGING

My commitment is to foster a climate of inclusion, openness, and acceptance in this course. Students from all backgrounds and perspectives will be welcomed to this course and I will address students' learning needs both in and out of class. The diversity of backgrounds and ideas is a strength and a resource that will enrich and benefit the class. In the course I will foster a learning environment that will respect gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Every suggestion on how to improve the inclusivity in the class will be encouraged and appreciated. Please let me know if you would like me to use specific personal gender pronouns, or a particular name, when communicating with you (See NAMES AND PRONOUNS section below)

SERVICES FOR STUDENTS WITH DISABILITIES

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Course Requirements and Grading

REQUIRED MATERIALS

See the Canvas page for an updated version of this list.

Textbooks

While this class doesn't have a textbook, these books are a good consulting material (we will use some chapters, but you may be interested in reading them fully):

Hammersley, M., & Atkinson, P. (2019). *Ethnography: Principles in practice*. Routledge. (3rd edition, 2007).

Pelto, P. J. (2016). *Applied ethnography: Guidelines for field research*. Routledge.

Lareau, A. (2021). *Listening to people: A practical guide to interviewing, participant observation, data analysis, and writing it all up*. University of Chicago Press.

Sangaramoorthy, T., & Kroeger, K. A. (2020). *Rapid ethnographic assessments: A practical approach and toolkit for collaborative community research*. Routledge.

Textbooks (advanced)

If you are interested in exploring some current and advanced reflections on ethnography, see:

Rajan, K. S. (2021). *Multisituated: Ethnography as Diasporic Praxis*. Duke University Press.

Stoller, P. (2023). *Wisdom from the Edge: Writing Ethnography in Turbulent Times*. Cornell University Press.

Bibliography to consult

(These references could change or be updated during the term. See canvas for the most recent information)

Baskerville, R. L., & Myers, M. D. (2015). Design ethnography in information systems. *Information Systems Journal*, 25(1), 23–46.

Chughtai, H., & Myers, M. D. (2017). Entering the field in qualitative field research: A rite of passage into a complex practice world. *Information Systems Journal*, 27(6), 795–817.

Croon, A. (2022). Thinking with care in human–computer interaction. *Feminist Theory*, 23(2), 232–246.

Dourish, P., & Bell, G. (2011a). *Divining a digital future: Mess and mythology in ubiquitous computing*. MIT Press.

Dunne, A., & Raby, F. (2013). *Speculative everything: Design, fiction, and social dreaming*. MIT press.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. University of Chicago press.

Fischer, M. M. (2009). *Anthropological futures*. Duke University Press.

Halse, J. (2020). Ethnographies of the Possible. In *Design Anthropology* (pp. 180–196). Routledge.

Harrington, C. N., Klassen, S., & Rankin, Y. A. (2022). “All that You Touch, You Change”: *Expanding the Canon of Speculative Design Towards Black Futuring*. 1–10.

Jasanoff, S., & Kim, S.-H. (2015). *Dreamscapes of modernity: Sociotechnical imaginaries and the fabrication of power*. University of Chicago Press.

Leal, D. de C., Strohmayer, A., & Krüger, M. (2021). On Activism and Academia: Reflecting Together and Sharing Experiences Among Critical Friends. *Proceedings of the 2021 CHI Conference on Human Factors in Computing Systems*. <https://doi.org/10.1145/3411764.3445263>

Lösch, A., Grunwald, A., Meister, M., & Schulz-Schaeffer, I. (2019). *Socio-technical futures shaping the present: Empirical examples and analytical challenges*. Springer.

- Murphy, K. M. (2016). Design and Anthropology. *Annual Review of Anthropology*, 45(1), 433–449.
<https://doi.org/10.1146/annurev-anthro-102215-100224>
- Murphy, K. M., & Marcus, G. E. (2020). Epilogue: Ethnography and design, ethnography in design... ethnography by design. In *Design Anthropology* (pp. 251–268). Routledge.
- Nafus, D. (2018). Working ethnographically with sensor data. In *Ethnography for a data-saturated world* (pp. 233–251). Manchester University Press.
- Ogbonnaya-Ogburu, I. F., Smith, A. D., To, A., & Toyama, K. (2020). *Critical race theory for HCI*. 1–16.
- Oudshoorn, N. E., & Pinch, T. (2007). User-technology relationships: Some recent developments. In *Handbook for Social Studies of Science* (pp. 541–567). MIT press.
- Pink, S. (2020). Anthropology in an uncertain world. In *Why the world needs anthropologists* (pp. 56–70). Routledge.
- Salazar, J. F., Pink, S., Irving, A., & Sjöberg, J. (2017). *Anthropologies and futures: Researching emerging and uncertain worlds*. Bloomsbury Publishing.
- Sangaramoorthy, T., & Kroeger, K. A. (2020). *Rapid ethnographic assessments: A practical approach and toolkit for collaborative community research*. Routledge.
- Sanjek, R., & Tratner, S. W. (2016). *eFieldnotes: The makings of anthropology in the digital world*. University of Pennsylvania Press.
- Smith, L. T. (2021). *Decolonizing methodologies: Research and indigenous peoples*. Bloomsbury Publishing.
- Søndergaard, M. L. J., & Hansen, L. K. (2018). *Intimate futures: Staying with the trouble of digital personal assistants through design fiction*. 869–880.
- Suchman, L. (2011). Anthropological relocations and the limits of design. *Annual Review of Anthropology*, 40(1), 1–18.
- Textor, R. B. (1995). The ethnographic futures research method: An application to Thailand. *Futures*, 27(4), 461–471.
- Tsing, A. L. (2015). *The mushroom at the end of the world: On the possibility of life in capitalist ruins*. Princeton University Press.
- Tsuji, T. (2012). Ethnography. In: Ishida, T. (eds) *Field Informatics*. Springer, Berlin, Heidelberg.
https://doi.org/10.1007/978-3-642-29006-0_4
- Tuominen, K., Savolainen, R., & Talja, S. (2005). Information literacy as a sociotechnical practice. *The Library Quarterly*, 75(3), 329–345.
- Watts, L. (2008). The future is boring: Stories from the landscapes of the mobile telecoms industry. *Twenty-First Century Society*, 3(2), 187–198.
- Winchester III, W. W. (2018). Afrofuturism, inclusion, and the design imagination. *Interactions*, 25(2), 41–45.

Videos/films/tv shows

- [A design fiction evening \(https://vimeo.com/84826827\)](https://vimeo.com/84826827)
- [Black Mirror \(https://www.netflix.com/title/70264888\)](https://www.netflix.com/title/70264888)
- [Upload \(https://www.amazon.com/Upload-Season-1/dp/Bo8BYHCLN\)](https://www.amazon.com/Upload-Season-1/dp/Bo8BYHCLN)

[Humans](https://www.amazon.com/Humans-Series-1/dp/B010MJ5EEA) (<https://www.amazon.com/Humans-Series-1/dp/B010MJ5EEA>)

[Black panther](https://www.disneyplus.com/movies/marvel-studios-black-panther/1GuXuYPj99Ke) (<https://www.disneyplus.com/movies/marvel-studios-black-panther/1GuXuYPj99Ke>)

Podcasts

[The Digital Human](https://www.bbc.co.uk/programmes/b01n7094) (BBC) (<https://www.bbc.co.uk/programmes/b01n7094>)

[The Future of Everything](https://www.wsj.com/podcasts/wsj-the-future-of-everything) (<https://www.wsj.com/podcasts/wsj-the-future-of-everything>)

[For the Wild](https://forthewild.world/) (<https://forthewild.world/>)

[Near Future Laboratory Podcast](https://podcasts.apple.com/us/podcast/near-future-laboratory-podcast/id1546452193) (<https://podcasts.apple.com/us/podcast/near-future-laboratory-podcast/id1546452193>)

REQUIRED DEVICES

The class requires students to be able to write and submit work digitally, a computer is recommended. Also, to carry out fieldwork, an audio recording device is desired, and, depending on the data gathering process, a video or still photography could also be used. A smartphone could be more than enough for data gathering in the field.

CLASSROOM EXPECTATIONS

Class attendance

I expect your attendance to class to be constant. Discussions, trainings and the Lab will be part of the sessions.

Class participation

For you to succeed in the class, you need to actively participate in the discussions and activities, both inside the classroom and outside (doing fieldwork). Participation is graded through the “Weekly project advancements” see ASSIGNMENTS below.

Behavior expectations

I am committed to create an inclusive, collegial, respectful, and professional environment for all the students to thrive and succeed in their projects. This requires everyone’s commitment to the same principles, particularly when discussing the ideas of someone else. Please adhere to these principles (see COURSE POLICIES AND DISCLOSURES section below)

ASSIGNMENTS

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

Assignments	Points Possible	Percent of Total Grade
1. Research project and presentation	100	30%
2. Weekly project advancements	100 (20 each x 5)	20%
3. Final project and presentation	100	50%

LATE WORK AND MAKING UP MISSED WORK

Late work is accepted subject to a 5-point grade reduction for every 3 hours late. Submitting 24 hours later equals an automatic reduction of 40 points, EXCEPT for the weekly project advancements that can be presented up to 24 hours later than the weekly deadline. Any submission after that would be considered with the next week's submission and will get a maximum of 10 points (out of 20).

ABSENCES

This is a seminar-based/Lab class. Your presence in the sessions is indispensable. While I will not use lack of attendance as a penalty for course grade, a session missed equals missing an important component/skill to be applied in your fieldwork. I strongly recommend that you take this into consideration.

GRADE BREAKS

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

Course Outline

All instructions, assignments, readings, rubrics, and essential information will be on the Canvas website at <https://utexas.instructure.com/courses/1366993>. **Check Canvas regularly. Changes** to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Week	Date	Class Topic	Activities // Readings in preparation for the class (to be completed on the day in the calendar)	Assignments Due
1.	29 august	Presentation of the class. Course keywords (ethnography, sociotechnical systems, and futures).	See Canvas for updates	
2.	5 September	Projects workshop I (Online)	Read: Hammersley, M., & Atkinson, P. (2019). <i>Ethnography: Principles in practice</i> . Routledge. (Chapters 1 and 2)	First ideas for the projects.
3.	12 September	Sociotechnical imaginaries and make-believes.	Read: Jasanoff, S., & Kim, S.-H. (2015). <i>Dreamscapes of modernity: Sociotechnical imaginaries and the fabrication of power</i> . University of Chicago Press. (Chapter 1).	
4.	19 September	EthnoLab I: Constructing ethnographic projects.	See Canvas for updates	
5.	26 September	Projects workshop II	See Canvas for updates	
6.	3 October	EthnoLab II: The Field	See Canvas for updates	Project presentations. The submission of the research project is one day later (10/04/2024)
7.	10 October	EthnoLab III: Participant observation / Ethnographic notes	See Canvas for updates	Weekly project advancement (point of entry to the field)
8.	17 October	Designing ethnographic Futures	See Canvas for updates	Weekly project advancement (Introduction to setting(s)/group(s)/phenomenon)
9.	24 October	EthnoLab IV: Ethnographic Interviews	(Online)	Weekly project advancement (key people/situations)
10.	31 October	EthnoLab V: Reflexivity	See Canvas for updates	Weekly project advancement

11.	7 November	EthnoLab VI: Analyzing ethnographic data I	See Canvas for updates	Weekly project advancement (Key findings)
12.	14 November	EthnoLab VII: Analyzing ethnographic data II / Outputs I	See Canvas for updates	Weekly project advancement (writing approach)
13.	21 November	EthnoLab VIII: Outputs Workshop	See Canvas for updates	First draft completion for feedback
14.	28 November	Fall Break (no classes)	See Canvas for updates	
16.	5 December	EthnoLab IX: Presentations	See Canvas for updates	Presentation of final projects (Final submission: 12/06/2024)

Course Policies and Disclosures

ACADEMIC INTEGRITY EXPECTATIONS

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

CONFIDENTIALITY OF CLASS RECORDINGS

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the [ITS Service Desk](#)

CONTENT WARNING

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content, and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

SHARING OF COURSE MATERIALS IS PROHIBITED

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

ARTIFICIAL INTELLIGENCE

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class shall be permitted on a limited basis. You will be informed as to the assignments for which AI may be utilized. You are also welcome to seek my prior-approval to use AI writing tools on any assignment. In either instance, AI writing tools should be used with caution and proper citation, as the use of AI should be properly attributed. Using AI writing tools without my permission or authorization, or failing to properly cite AI even where permitted, shall constitute a violation of UT Austin's Institutional Rules on academic integrity. If you are considering the use of AI writing tools but are unsure if you are allowed or the extent to which they may be utilized appropriately, please ask.

For more information about AI in education, see the Center for Teaching and Learning's "[5 Things to Know about ChatGPT](#)" webpage.

RELIGIOUS HOLY DAYS

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

NAMES AND PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by your chosen name and by the gender pronouns you use. Class rosters are provided to the instructor with the student's chosen (not legal) name if you have provided one. If you wish to provide or update a chosen name, that [can be done easily at this page](#), and you can [add your pronouns to Canvas](#).

University Resources for Students

SERVICES FOR STUDENTS WITH DISABILITIES (SSD)

[This required syllabus content is repeated from above. It may be included in either place, or both.]

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information:

<http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

COUNSELING AND MENTAL HEALTH CENTER (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515.

UNIVERSITY HEALTH SERVICES (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, women's health, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

SANGER LEARNING CENTER

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332).”

STUDENT EMERGENCY SERVICES (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

CLASSROOM SAFETY AND COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended, but optional, inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services'](#) Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this [University Health Services link](#).

- [Behavior Concerns and COVID-19 Advice Line](#) (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact [BCCAL](#) or self-report (if tested off campus) to [University Health Services](#).
- Visit [Protect Texas Together](#) for more information.

CARRYING OF HANDGUNS ON CAMPUS

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- **Per my right, I prohibit carrying of handguns in my personal office.** Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

TITLE IX DISCLOSURE

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be report it. If you would liketo speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.

CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).