

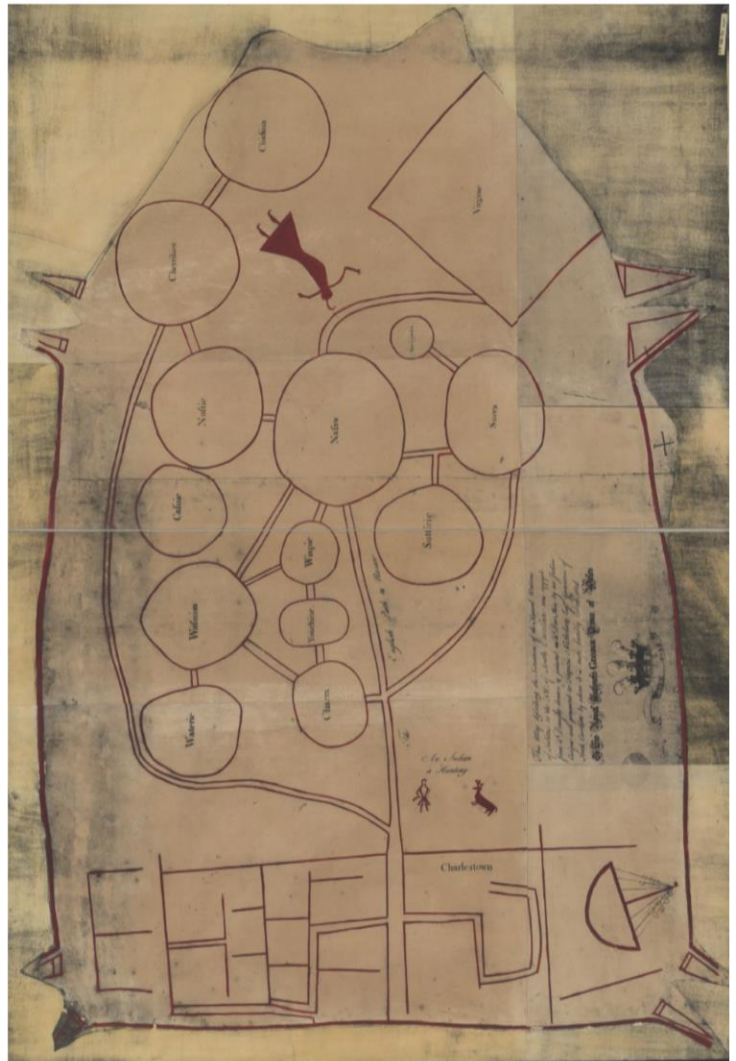
INTRODUCTION TO NATIVE AMERICAN HISTORIES

Prof.: Brad Dixon
HIS 317L / AMS 315
Spring 2019

MWF
2:00 p.m. to 3:00 p.m.
RLP 0.126

Your map for this course.

This course will cover the histories of the Native peoples of North America from the earliest times to the present day. First and foremost, it will introduce you to the unique and specific histories of indigenous peoples and nations in North America. In the process, you will learn about their cultures, languages, religions, political and economic systems, gender relations, and the internal dynamics that helped propel their histories. The course will also consider the effects of colonialism in great detail, connecting students with various Native American perspectives on familiar colonial and United States history.



Native American maps like the Catawba Map (1721) above, charted relationships between people. Think of this syllabus in the same way—as your guide to the people (and resources) who will help you get the most out of the course.



What are my obligations in class?

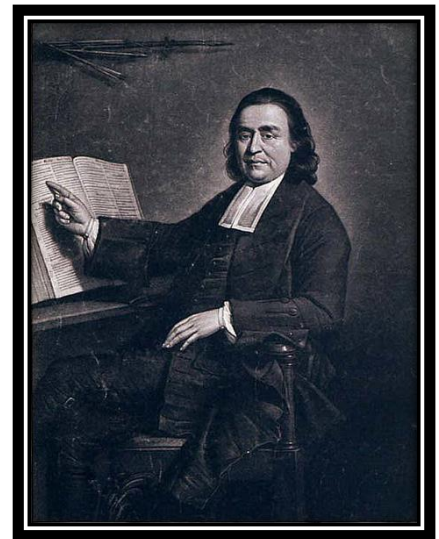
Be sure to arrive each day before our start time of 2:00 p.m. Keep your phones off and out of sight. If you take notes using your computer or tablet, please sit in the first two rows of the classroom. We ask that you refrain from using your device for anything other than note-taking. No email, social media, or web-surfing please.

Come to class prepared. Do the assigned readings beforehand and be ready with points for discussion. Take notes during class. The lectures and discussions will differ from the textbook reading.

How can I get the most out of this course?

Native American History rich field that opens up many intellectual possibilities to the student.

1. Read critically and take notes on your reading.
2. Be open to different perspectives on history.
3. Visit the library and take advantage of its resources for in-depth exploration of topics you care about.
4. Ask questions in class and participate in discussions.



Samson Occom (Mohegan)

What will we read?

Your main textbook is Collin G. Calloway's *First Peoples: A Documentary Survey of American Indian History*, 5th ed. New York: Bedford/St. Martin's, 2016.

In addition a number of primary and secondary sources will be available online through Canvas. Think of the textbook as a guide to help you understand the other readings in context.

How can I contact my professor or teaching assistant?

bradley_dixon@utexas.edu

jmichaelheath@gmail.com

You may also contact us through Canvas's message application, in person before and after class for brief questions, or during our weekly office hours (listed to the right).

Who is my instructor?

Brad Dixon: My research focuses on the experiences of Native Americans early modern Southeast fighting for their rights and sovereignty who were vassals, subjects, and tributaries of European empires and how they used the law to make claims within those empires.

Who is my Teaching Assistant?

The Teaching assistant grades assignments and is your first resource for questions and concerns. Your teaching assistant is a historian working on the history of religions and missions in Latin America.

Gun Office Policy In accord with University regulations, I choose to prohibit firearms of any sort from my private university office (Garrison Hall Room 4.126). Anyone unwilling to abide by this rule may make arrangements to meet with me elsewhere.

Campus Carry Policy If you are licensed to carry a concealed weapon and bring one to class, it must remain concealed at all times. If I see or another student sees a gun, or if I hear or a student hears another student talking about carrying a gun, I will report the matter to the University Police (as per President Fenves's instructions to the faculty). If you see another student either carrying a gun or speaking about carrying one, I urge you to contact me, or call the campus Behavioral Concerns Advice Line (512-232-5050). The caller can remain anonymous.

Office Hours

Brad Dixon

GAR 4.120

Mon., 3:00 – 5:00 p.m.

Fri., 11:00 a.m. – 1:00 p.m.

Justin Heath

PCL 5th Floor

(Near windows facing the Blanton)

Mon., 11:00 a.m. – 1:00 p.m.

Wed., 9:00 a.m. – noon

“Let this therefore assure you of our loves...if you would come in friendly manner to see us, and not thus with your guns and swords as to invade your foes.”

-- **Wahunsonacock, Mamanatowick of Powhatan to John Smith, 1608.**

How is my performance assessed?

Student grades will be based upon a number of assignments, including two exams. **REMEMBER:** Please purchase at least two blue books at the start of the semester in preparation for the exams. Do not forget your blue books on exam day.

The **Midterm exam** will follow a two-part format:

Part I: Short Answer Identification Terms (20%). At the beginning of the exam period, the instructor will display ten terms for students to identify. Students will select any five terms of their choice from the list of ten and provide short answers of roughly two to three sentences each. A correct answer identifies what the term means and states its significance to the overall course.

Part II: Short Essay (80%). Three short essay questions will circulate in a study guide one week prior to each exam date. Students should prepare outlines for at least two prompts that they would prefer to answer. On the day of the exam, the instructor will roll the dice to select two of the three prompts. Students will then choose one of the selected prompts to answer. Responses should be in the form of any essay. Good essays will draw in materials from the lectures, discussions, and primary source readings to answer the question.

The **Final Exam** will follow an essay format: One week prior to the final exam, the instructor will circulate a final exam study guide with five possible prompts. On the day of the exam, the instructor will roll the dice to select two of the three prompts. Students will then choose one of the selected prompts to answer. The final exam essay prompts will draw from themes students have encountered throughout the course. The final exam is the students' opportunity to synthesize what she has learned throughout the course.

Grade	Cutoff
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	0-60

Grading Guide

Assignment	Grade %
Map Quizzes	5%
Challenge Statements	10%
Primary Document Analysis	15%
Midterm Examination	20%
Online Journal	20%
Final Examination	30%



Red Cloud woman in a beauty shop, 1941

What is our make-up policy for exams and other assignments?

In the event you are unable to be present for an assignment, please inform us in advance if possible. With a documented absence or illness, we can schedule a make-up examination or make alternative arrangements.



*Never Miss a Due Date
...with our handy guide!*

CS 1: February 1, 2019

CS 2: February 15, 2019

Midterm Exam: March 8, 2019

CS 3: March 1, 2019

CS 4: March 15, 2019

CS 5: April 1, 2019

CS 6: April 22, 2019

Prim. Source Analysis: April 26, 2019

Final Exam: TBA

What is the appeals process for grading?

Before making an appeal about the grade you received on an examination, please wait 48 hours before beginning the process. This will give you time to look closely over your work and the grader's comments. If you wish to have your grade altered, please submit a 500-word statement explaining why you should receive a higher grade to the teaching assistant and the professor. We will then schedule an office-hours visit to discuss the appeal and provide a resolution.

What are Discussion Readings and Flashback Friday Readings?

Throughout the course, we'll read selected works by historians and other scholars and then discuss them in class. To help you improve your reading and analytical skills, you will write summaries or, Challenge Statements, for some of these works.

On Flashback Fridays, we'll open a cache of documents online and sift through them to answer your questions about that day's theme. These exercises are specifically designed to prepare you for your own Primary Source Analysis.

What's a primary source?

A primary source is an original document produced by historical actors and studied by historians. Primary sources can include everything from videos to manuscripts.



Challenge Statements

Being able to read, digest, and analyze a large amount of written information in a short time is a valuable skill in every profession. With Challenge Statements, you'll learn to distill the main idea of a discussion reading into a 50-word summary.

You will receive a grade of 0, 1 (satisfactory), or 2 (outstanding) for each Challenge Statement. You will have 6 Challenge Statement assignments, uploaded to Canvas by 11:59 p.m. on the due date. Grades will be assessed as follows:

8 pts = 100	4 pts = 80
7 pts = 95	3 pts = 75
6 pts = 90	2 pts = 70
5 pts = 85	1 pts = 65
0 pts = 0	

Discussion Reading Strategies

You'll be reading a lot in this class but we'll teach you strategies to read more and get more out of what you read. Essentially, you'll learn to read more like a graduate or professional student than an undergraduate. That means reading with goals or questions in mind. Here are the basic questions to get you started:

1. What is the author's **Main Idea**?
2. What are the **Sources** the author uses and the **Method** she employs to analyze them?
3. How does the author address the **Historiography**, or the ongoing conversation with other scholars on this topic?
4. What is the **Chronological Scope** and **Geographic Scale** of the work? In other words what is the time period and area covered in the reading?
5. What is the **Impact** of the author's argument—on the historiography, on your interpretation of the subject?

TimePortal

Analysis of a Primary Source

Detail from the petition of John Hiter, Chowan Indian, c. 1705

How will the assignment work?

The laws of physics prohibit time travel but historical documents bring us close to the past. You will select a primary source from a time period, place, or people that has attracted your attention during the course. You might select a set of photographs, a treaty, a petition, a letter, or a map. It's up to you. Be sure to consult with the professor and teaching assistant about your choice.

The full assignment and a detailed rubric will be available on Canvas.

Where can I find primary sources?

On-campus centers and archives with materials related to Native American history include the Benson Latin American Collection, the Briscoe Center for American History, and the Harry Ransom Center. For online resources, a good place to start is the UT Libraries page. UT has access to a number of digital archives containing materials relevant to Native history. Below is a selection of resources available to you. A complete guide will be available during class.

For expert support, contact [PG Moreno](#), UT's Native American and Indigenous Studies Librarian. Check out his [website](#) for more resources.

Selected UT Libraries Databases

- [American Indian Histories and Cultures](#)
- [North American Indian Thought and Culture](#)
- [Digital Public Library](#)
- [Sabin Americana](#)
- [Early Encounters in North America](#)

From Around the Internet

- [Southeastern Native American Documents, 1730-1842](#)
- [Plains Indian Ledger Art](#)
- [Treaties Between the U.S. and Native Americans \(Avalon Project\)](#)
- [American Indians of the Pacific Northwest Collection](#)

Key Questions

Who wrote the document and why?

What does the language and approach suggest? Is the document internally consistent?

How does the document fit in its wider context?

How does the document affect you?



Masthead from the *Cherokee Phoenix & Indians' Advocate*, 1831.

May 2019 Issue of *Fourth Part of the World*

You will publish an issue of an online magazine!

At the end of this course, you will have a publication in an online journal exploring the intersections of Native American and African American history and other unique topics in North American history.

How will it work?

You'll be part of a team of roughly 4 students who will be responsible for producing either an article (1,500 words maximum), a spread of shorter articles and photos, a 5-6 minute video, or an interview related to Native American and Indigenous history. Detailed guidelines will be available the third week of class.

Who is my editorial advisor?

Graduate students from UT-Austin, who are working on topics in Native American history, will serve as your editorial advisors, working with your teams to plan, research, write, and hone your pieces for the journal.



Sampling of Native News Outlets

[Indian Country Today](#)

[Chickasaw.tv](#)

[Mvskogee Media](#)

[Navajo Times](#)

[Sho-Ban News](#)

Course Schedule



The "Woodhenge," at Cahokia, depicted here at the winter solstice, likely served as a solar calendar. Artist's rendering.

Ancient and Medieval America

Week One. Introduction to Native American Histories

Wednesday, January 23rd, "Introduction to Native American Histories."

Background Reading: Calloway, *FP*, "Introduction: American Indians in American History," pp. 1-13. **Primary Source:** Native American Languages. (In-Class Audiovisuals.)

Friday, January 25th, "Native Americans and Their Histories." **Flashback Friday:** Images of Native American Cosmoi. (In Class.)

Week Two. Histories of Turtle Island: Ancient North America

Monday, January 28th, "Diverse, Populous, Urban: North America to 1491."

Background Reading: Calloway, *FP*, "Chapter 1: American History before Columbus," pp. 14-39; Calloway, *FP*, "Picture Essay: Early American Cities, Settlements, and Centers," pp. 62-68. **Discussion Reading:** Richter, Ch. 1, *Before the Revolution* (Available on Canvas.)

Wednesday, January 30th, "Transatlantic Exchanges: The Making of 'Early Modern' North America."

Flashback Friday (early edition): Tobacco, Chocolate, and Cassina: From Sacred Items to Saleable Commodities. Images and aromas of Native goods from North America. (In-class.) *Facilities permitting we will brew cassina tea—from the leaves of the yaupon holly—during the class with discussion of yaupon's other role in the Black Drink.*

Friday, February 1st, NO CLASS. CS #1 due.



Craig Style Gorget, 1200-1350 CE
Spiro Mounds, Oklahoma.

Invasions and Adjustments

Week Three. European Invasions of North America

Monday, February 4th, “Mexico: Conquest and Its Effects with Some Comparisons.”

Background Reading: Calloway, *FP*, “Chapter 2: The Invasions of America, 1492-1680,” pp. 72-82.

Wednesday, February 6th, “Tsenacommacah, Apalachee, the Pueblos, and the Caddos.”

Background Reading: Calloway, *FP*, “Chapter 2,” pp. 90-

100. **Flashback Friday:** Petition of Apalachee Caciques, 1688; and Petition of Chickahominy Indians, 1689. (Available online.)

Friday, February 8th, “*Fourth Part of the World*: Special Projects in Native American History.” (In-Class)



Tupac Amaru I, 1545-1572, painting ca. 18th Century.

Week Four. The Indians' New World

Monday, February 11th, “Three Seventeenth-Century Revolutions: King Philip’s War, Bacon’s Rebellion, and the Pueblo Revolt.”

Background Reading: Calloway, *FP*, “Chapter 2,” pp. 87-90, 100-104, 121-126.

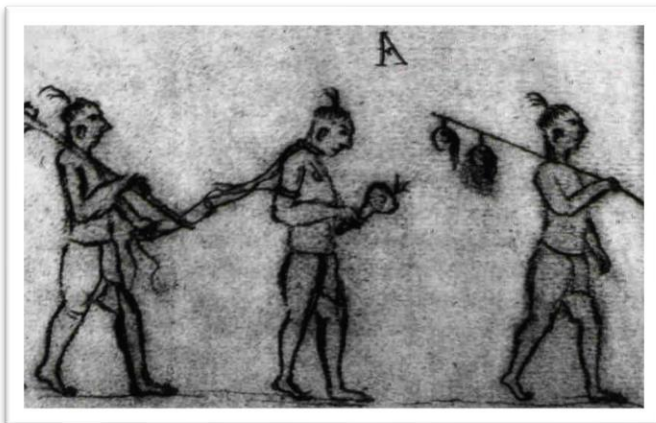
Wednesday, February 13th, “Indians, Politics, and the Law in Colonial America.”

Discussion Reading: Martha McCartney, “Cockacoeske, Queen of Pamunkey: Diplomat and Suzerain,” in *Powhatan’s Mantle*, available on Canvas; *The Treaty of Middle Plantation* (1677), available on Canvas.

Friday, February 15th, “Indian Slavery and the Indian Slave Trade.”

Background Reading: Calloway, *FP*, “Chapter 3: Indians in Colonial Worlds, 1680-1763,” pp. 138-149.

Flashback Friday: Tuscarora Petition to Pennsylvania authorities, 1710. (Available as pdf on Canvas.) **CS #2 Due.**



Seneca representation of captive-taking, ca. 1666



Matoaka, ca. 1616

Empires and Cosmopolitans



Four Indian Kings, (Mohawks), Jan Verelst, 1710.

Week Five. Natives in the Atlantic World

Monday, February 18th, “Indigenous Cosmopolitans.”

Background Reading: Calloway, *FP*, “Picture Essay: Atlantic Travelers: Indians in Eighteenth-Century London,” pp. 188-193.

Wednesday, February 20th, “Native Religions and Religious Revivals.”

Friday, February 22nd. SPECIAL CLASS EVENT. Please attend the lecture by our special guest, Alejandra Dubcovsky, today (Location TBA). This is an opportunity to earn extra credit. **Event Reading Assignment:** Alejandra Dubcovsky, “‘All of Us Will Have to Pay for These Activities’: Colonial and Native Narratives of the 1704 Attack on Ayubale,” *Native South*, Vol. 10 (2017): 1-18. (Available through Project Muse.)

Week Six. Empires: Native and European

Monday, February 25th, “The Treaty Grounds: Negotiating Alliances and Talking Politics in the Eighteenth Century.”

Background Reading: Calloway, *FP*, “Chapter 3,” pp. 149-155.

Wednesday, February 27th, “Comanches, the Haudenosaunee, and Other Native ‘Empires.’”

Background Reading: Calloway, *FP*, “Chapter 3,” 155-172.

Discussion Reading: Pekka Hämäläinen, “The Rise and Fall of Plains Indian Horse Cultures,” *The Journal of American History*, Vol. 90, No. 3 (Dec., 2003): 883-862 (Available through JSTOR.)

Friday, March 1, “Native American Women in the Age of Empire.”

Flashback Friday: Documents related to Mary Musgrove (Available on Canvas.) **CS #3 Due.**

Revolutions and Removals

Week Seven. Native American Revolutions

Monday, March 4th, "Indigenous Revolutions and the American Revolution in Native America."

Background Reading: Calloway, *FP*, "Chapter 4," pp. 200-213. **Primary Sources:** Selections from the Prophets: Neolin, Tenskwatawa, Tecumseh, and the Red Sticks. (Available on Canvas.)

Wednesday, March 6th, "Dealing with the 'Great Father': Indian Nations and the Early United States."

Background Reading: Calloway, *FP*, "Chapter 4," pp. 214-232.

Friday, March 8th, Midterm Examination



Tenskwatawa, Prophet of the Shawnees.

Week Eight. Indian Republics and the Early Republic

Monday, March 11th, "Change and Native Activism in the Northeast."

Background Reading: Calloway, *FP*, "Chapter 5: American Indians and the New Nation," pp. 254-281.

Discussion Reading: Nancy Shoemaker, "Mr. Tastego: Native American Whalemen in Antebellum New England," *Journal of the Early Republic*, Vol. 33, No. 1 (Spring 2013): 109-132. (Available through JSTOR.)

Wednesday, March 13th, "The 'Five Civilized Tribes' of the South: Case Studies."

Friday, March 15th, "Indian Removal, Slavery, and U.S. Expansion."

Flashback Friday: Selected documents of Cherokee, Choctaw, Chickasaw, Creek and Seminole Removal. (Available in pdf format on Canvas.) **CS#4 Due.**

Week Nine – Spring Break – No Class – March 18th through 22nd



Ely S. Parker (Seneca),
on the staff of Gen. U.S. Grant.

Week Ten. Facing East from the Trans-Mississippian West

Monday, March 25th, “Encounters from the Mississippi to the Pacific.”

Background Reading: Calloway, *FP*, “Chapter 5,” pp. 282-286.

Wednesday, March 27th, “Slavery and Nation in Indian Territory after Removal.”

Special Guest: Dr. Nakia D. Parker, The University of Texas at Austin.

Friday, March 29th, “The American Civil War and Reconstruction in Indian Country.”

Discussion Reading: Lawrence M. Hauptman, “Chapter 4: River Pilots and Swamp Guerillas: Pamunkey and Lumbee Unionists,” in *Between Two Fires: American Indians in the Civil War*, pp. 65-85. **Flashback Friday:** The Cherokee

Declaration of Causes, 1861. ([Source: Cherokee Nation.](#))



Struggles for the Continent

Week Eleven. At the Heart of the World

Monday, April 1st, “Resisting Westward U.S. Expansion I: Native Peoples and Texas.”

Background Reading: Calloway, *FP*, “Chapter 6,” pp. 310-335. **CS #5 Due.**

Wednesday, April 3rd, “Resisting Westward U.S. Expansion II: Fight for the Black Hills.”

Friday, April 5th, “Indigenous Cartography and Astronomy.” **Flashback**

Friday: Maps and Land Records. (In-Class)

Week Twelve. Confinement, Reservations, Allotment, Citizenship

Monday, April 8th, Editorial Meetings with Your Editorial Advisors for *Fourth Part of the World* (online magazine).

Wednesday, April 10th, “Histories of Confinement: Reservations, Boarding Schools, and the Resistance to Attacks on Native Cultures.”

Background Reading: Calloway, *FP*, “Chapter 7,” pp. 378-413.

Friday, April 12th, “Changing Relationships, Shifting Grounds: From Allotment to Citizenship.” **Flashback Friday:** Pictures from Carlisle Indian School.



Change and Renewal



Week Thirteen. Midcentury Transformations

Monday, April 15th, “The Indian New Deal and the Second World War.”

Background Reading: Calloway, *FP*, “Chapter 8,” pp. 444-455, 492-498.

Wednesday, April 17th, “The Termination Era.”

Background Reading: Calloway, *FP*, “Chapter 8,” pp. 455-459.

Friday, April 19th, “Urban Indians.”

Background Reading: Calloway, *FP*, “Chapter 8,” pp. 460-470, 481-485. **Flashback**

Friday: Flashback Friday: Vine Deloria, Jr., “Ch. 7: Indian Humor,” in *Custer Died for Your Sins* (Available on Canvas.)

Week Fourteen. The Fight for Sovereignty.

Monday, April 22nd, “Native American Activism and Leadership in the 1960s and ‘70s.”

Background Reading: Calloway, *FP*, “Chapter 9,” pp. 502-534. **CS #6 Due.**

Wednesday, April 24th, “‘Blood Struggle’: Rebuilding Nations after Termination.”

Friday, April 26th, “Sovereignty, Land, Resources, and the Environment.” **Flashback**

Friday: “Pamunkey and Mattaponi Wrestle with Fishing Rights in Virginia,” *Indian Country Today*, 2014 (Available online.) **Primary Source Analysis Due.**



Week Fifteen. Nation to Nation.

Monday, April 29th, “Economics and Gaming.”

Background Reading: Calloway, *FP*, “Chapter 10,” pp. 572-617.

Wednesday, May 1st, “Native American Nations and the States.”

Friday, May 3rd, “NAGPRA, Repatriation, and Fights for Native History.”

Flashback Friday: Documents and Articles Related to Protests and Human Remains at Fort Neoheroke in North Carolina (Available on Canvas.)

Week Sixteen. Indian Country in the Twenty-first Century

Monday, May 6th, “From Voting to Climate Change to Water: Current Political and Constitutional Issues in Native America.”

Wednesday, May 8th, “The Rights of American Indians in a Global Context.”

Friday, May 10th, “The Sweep of Native American History: Some Tentative Conclusions.”

Flashback Friday: Indigenous Futures: Native Voices in Speculative and Science Fiction (Available on Canvas.)

University Policies

Student Rights & Responsibilities

You have a right to a learning environment that supports mental and physical wellness.

You have a right to respect.

You have a right to be assessed and graded fairly.

You have a right to freedom of opinion and expression.

You have a right to privacy and confidentiality.

You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.

You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.

You are responsible for acting in a way that is worthy of respect and always respectful of others. •

Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.

You are responsible for creating an inclusive environment and for speaking up when someone is excluded.

You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronoun Use (She / He / They / Ze / Etc)

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address:

http://deanofstudents.utexas.edu/sjs/acint_student.php

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact

Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone).

<http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

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

The 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 <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: wellnessnetwork.utexas.edu/BeVocal.

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

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

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

Link to information regarding emergency evacuation routes and emergency procedures can be found at:

www.utexas.edu/emergency

Title IX Reporting

Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

Intervene to prevent harmful behavior from continuing or escalating.

Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.

Investigate and discipline violations of the university's [relevant policies](#).

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

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