

GOV 355M (38305)
War and Peace in East Asia: China, Japan, and Taiwan

University of Texas, Fall 2023

TTh 8-930a, MEZ 2.124

Updated: August 21, 2023

Faculty Information

Professor: Scott Wolford

Office Hours: TTh 930-11a

Office: BAT 4.152

Zoom: <https://utexas.zoom.us/my/scottwolford>

Email: swolford@austin.utexas.edu

Course Description

This course uses the modern theory of war to analyze East Asian international history, from the 14th century to the present, exploring the causes and duration of war, the politics of alliances, the sources of stable peace, and the role of great powers in the global order.

Prerequisites

There are no prerequisites for this course, though students are likely to perform better with government (i.e., political science) coursework as background.

Learning Objectives

What are the causes of war? How, once begun, do wars end? Why do some wars end in negotiated settlements while others continue until one side's total defeat? How can states effectively communicate their intentions in spite of pervasive incentives to dissemble and prevaricate? When can alliances deter enemies, and when might they draw states into undesirable conflicts? How do the most powerful states in the system—the great powers—manage the ever-shifting landscape of power between them? We begin this course by introducing the critical components of the modern theory of war, which understands war as a costly bargaining process, shedding light on both why wars start and how they end. We then use this framework to trace the causes and effects of war through the Chinese-led Tributary System that dominated historical East Asia's international relations, the collapse of the Qing Empire and rise of Japan to regional dominance, World War II and the Cold War, and—finally—the triangular relationship between Taiwan, China, and the United States as the latter two countries compete for regional dominance in the early 21st Century. Throughout, students will read historical accounts of the region's disputes, rivalries, and wars, which we then analyze in class using the tools of political science. Lectures will be focused on (a) the logics of inquiry and inference, (b) evaluating evidence and arguments, and (c) building useful and logically coherent theories to explain patterns of war and peace. In short, students will, by the end of the course, be better at thinking like social scientists.

How Will You Learn?

Learning Success

We all learn differently, and everyone struggles sometimes. Rest assured that you're *never* the only one having difficulty! 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. I also encourage you to reach out to the student resources available through UT, and I'm happy to connect you with a person or Center if you would like.

Teaching Modality

Our class will meet in person, but I don't record the lectures. This all may change, of course, if we're forced to move online. As noted in the participation section, this is primarily a lecture course, though it builds in lots of Q&A time as you'd see in a "flipped" classroom.

Communication

The course Canvas site can be found at <https://utexas.instructure.com/>. Please email me through Canvas. You're responsible for ensuring that the primary email address you have recorded with the university is the one you'll check for course communications, because that's the email address that Canvas uses. Make sure that's all synced up as soon as possible. I answer Canvas emails during business hours (9a-5p M-F), and I can't guarantee that I'll receive or answer emails outside those hours.

Diversity, Equity, and Inclusion

Our diversity is our strength. It's my intent that students from diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that student diversity can be comfortably expressed and viewed as a resource, strength, and benefit to all students. Please come to me with any concerns, whether via Canvas email or during office hours.

Disability and Access (D&A)

UT 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're a student with a disability, or if you think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, 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

There are no required textbooks for this course, but there are required readings, most of which can be accessed digitally through [UT Libraries](#). (Anything else will be directly linked in this PDF.) You may ask why I don't just put the readings up on Canvas, and that's a reasonable question. But (a) it's valuable for you to know how to run down sources, and (b) the Library needs accurate usage statistics for what journals and books are being assigned and used, so the staff can know what kind of materials to procure.

Grading

The following components make up the course grade:

- **25% first exam, 21 September.**
- **35% second exam, 31 October.**
- **40% final exam, TBA**

This weighting scheme rewards improvement and penalizes coasting. I use the following rules to determine letter grades at the end of the course:

Numerical score	Letter grade
≥ 93	A
$90 - 92.\bar{9}$	A-
$87 - 89.\bar{9}$	B+
$83 - 86.\bar{9}$	B
$80 - 82.\bar{9}$	B-
$77 - 79.\bar{9}$	C+
$73 - 76.\bar{9}$	C
$70 - 72.\bar{9}$	C-
$67 - 69.\bar{9}$	D+
$63 - 66.\bar{9}$	D
$60 - 62.\bar{9}$	D-
$\leq 59.\bar{9}$	F

And note that these ranges are fixed. I don't round up. (So don't ask.)

Classroom Expectations

- *Class attendance.* I have no attendance policy, but missing class sessions will make it more difficult to perform well in the course, because (a) the readings are demanding on their own and often need to be clarified in class and (b) lectures will very often contain information not found in the readings.

- *Class participation.* Class is mostly lecture-based, but I encourage students to ask clarification questions as needed. I also frequently open up the floor for explicit Q&A time after the main lecture, but this is mostly about clarifying material. This isn't a discussion course, and you're not required to perform discussion to get a good grade.
- *Behavior expectations.* I expect an environment of mutual respect. For specifics, see Section 11-400 of the Institutional Rules in the General Information Catalog.

Late and Missed Work

Missed exams can be excused and made up after the fact in cases of illness and personal emergency, but *only with proper documentation from Student Emergency Services*. Further, I do not give exams ahead of their scheduled dates. Exams missed due to a university-sponsored event or religious holiday may be excused, provided that the student informs me of the absence *at least two weeks in advance*. Vacation (e.g. leaving early for fall or semester break) and social engagements will not be excused. Check the exam schedule before making travel plans, because, again, I do *not* give makeup exams in advance.

Grade Challenges

Should you wish to challenge a grade you received on a specific question on an exam, you must do so in writing—i.e., via Canvas email—within a week of receiving the grade. Otherwise, no challenges will be considered. After you challenge a grade, I'll re-grade the entire exam, and the new grade, higher or lower, will supplant the original one.

Course Outline and Schedule

All essential information about the course schedule will be on [Canvas](#), so be sure to check it, especially the PDF of the syllabus, regularly. Changes to the schedule may be made at my discretion if circumstances require. I'll announce any such changes in class (if possible) and communicate them via a Canvas announcement. It's your responsibility to take note of these changes when announced, and I'll do my best to ensure that you're notified of changes as soon as possible. Finally, the readings are subject to change, and unless linked directly in the course schedule, available digitally through [UT Libraries](#).

Part I: History, War, and Politics

Sessions 1-4 introduce the course's foundations. After introducing war in the first session, we discuss international systems in the second session, including their component parts (mostly, territorial states) and how they're organized, comparing the histories of international relations in East Asia and Europe. Then, over the course of two lectures we introduce the basics of the modern theory of war, which begins with a simple (if subtle) puzzle. War is a wasteful way of dividing things up, and everyone knows it. In fact, we usually find means of dividing things up without paying the costs of war, which is better for all sides than an equivalent deal that requires death, destruction, and displacement to produce. What's more, wars end in peace settlements whose terms could've been—and often were!—written down

beforehand. When a war ends, both sides can ask “Why didn’t we just divide stuff up this way without all the fighting?” Why, then, do we sometimes wage war despite the knowledge that we’ll go on to regret the costs once we get down to negotiating a settlement?

Session 1 (22 August). *The puzzle of war*

- **Required.** The syllabus.

Session 2 (24 August). *International systems*

- **Required.** Kang, David C. and Kenneth M. Swope. 2020. “East Asian International Relations over the *Longue Duree*.” In *East Asia in the World: Twelve Events That Shaped the Modern International Order* Stephan Haggard and David C. Kang, Eds. Cambridge University Press.

Session 3 (29 August). *The theory of war I: commitment*

- **Recommended.** Fearon, James D. 1995. “Rationalist Explanations for War.” *International Organization* 49.3:379-414.

Session 4 (31 August). *The theory of war II: information*

- **Recommended.** Fearon, James D. 1995. “Rationalist Explanations for War.” *International Organization* 49.3:379-414.

Part II: The Tributary System

Sessions 5-9 focus on several major events in the evolution and members of the Tributary System. We begin dynastic change and competition for recognition on the Korean peninsula in the 14th century, then follow with the Ming Dynasty’s twenty-year occupation of Vietnam in the early 15th century and Japan’s attempt to conquer Korea and reorder the system at the end of the 16th century. We then introduce Taiwan with the expulsion of the Dutch colonial presence on the island in the 17th century and close with Opium Wars, which pitted the Qing Dynasty against the British and French Empires in what proved to be a major *de jure* reordering of the East Asian international system, from hierarchy to anarchy.

Session 5 (5 September). *The founding of the Chosŏn dynasty, 1392*

- **Required.** Lee, Ji-Young. 2020. “The Founding of the Korean Chosŏn Dynasty, 1392.” In *East Asia in the World: Twelve Events That Shaped the Modern International Order* Stephan Haggard and David C. Kang, Eds. Cambridge University Press.

Session 6 (7 September). *The Ming invasion of Vietnam, 1407-1427*

- **Required.** Anderson, James A. 2020. “The Ming Invasion of Vietnam, 1407-1427.” In *East Asia in the World: Twelve Events That Shaped the Modern International Order* Stephan Haggard and David C. Kang, Eds. Cambridge University Press.

Session 7 (12 September). *The Imjin War, 1592-1598*

- **Required.** Swope, Kenneth M. 2020. “Ming Grand Strategy during the Great East Asian War, 1592-1598.” In *East Asia in the World: Twelve Events That Shaped the Modern International Order* Stephan Haggard and David C. Kang, Eds. Cambridge University Press.

Session 8 (14 September). *The fall of Dutch Formosa, 1662*

- **Required.** Andrade, Tonio. 2020. “The Zheng State and the Fall of Dutch Formosa, 1662.” In *East Asia in the World: Twelve Events That Shaped the Modern International Order* Stephan Haggard and David C. Kang, Eds. Cambridge University Press.

Session 9 (19 September). *The Opium Wars, 1839-1860*

- **Required.** Horowitz, Richard S. 2020. “The Opium Wars of 1839-1860.” In *East Asia in the World: Twelve Events That Shaped the Modern International Order* Stephan Haggard and David C. Kang, Eds. Cambridge University Press.

Exam 1 (21 September). *Don't forget to bring a pen or pencil.*

Part III: The Rise and Fall of Japan

Following the penetration of Westphalian legal norms into the system, Sessions 10-19 trace the rise of Japan to regional dominance as Qing power and prestige fell through the late 19th century and collapsed in the early 20th. Korea once again becomes the battleground of clashing great power interests, most notably between China, Japan, and Russia in a series of wars around the turn of the century. After displacing its regional rivals in Northeast Asia, Japanese ambitions reach their apex in the 1930s and 1940s as it embarks on a full-scale invasion of China and a series of border wars with the Soviet Union, goes to war against the United States and the British Empire, and, eventually, surrenders at the end of World War II, making the United States not just a Pacific but an East Asian power.

Session 10 (26 September). *Welcome to Westphalia*

- **Required.** Park, Saeyoung. 2020. “The Death of Eastphalia, 1874.” In *East Asia in the World: Twelve Events that Shaped the Modern International Order*, Stephan Haggard and David C. Kang, Eds. Cambridge University Press.
- **Recommended.** Coe, Andrew J. and Scott Wolford. 2020. “East Asian History and International Relations.” In *East Asia in the World: Twelve Events that Shaped the Modern International Order*, Stephan Haggard and David C. Kang, Eds. Cambridge University Press.

Session 11 (28 September). *The First Sino-Japanese War, 1894-1895*

- **Required.** Park, Seo-Hyun. 2020. “The Sino-Japanese War, 1894-1895.” In *East Asia in the World: Twelve Events that Shaped the Modern International Order*, Stephan Haggard and David C. Kang, Eds. Cambridge University Press.
- **Recommended.** Paine, S.C.M. 2017. *The Japanese Empire: Grand Strategy from the Meiji Restoration to the Pacific War* Cambridge University Press. Chapter 2.

Session 12 (3 October). *The Boxer Rebellion & Intervention, 1900-1901*

- **Required.** Xiang, Lanxin. 2003. *The Origins of the Boxer War* RoutledgeCurzon. Chapters TBA.

Session 13 (5 October). *The Russo-Japanese War, 1904-1905, Part I*

- **Required.** Wolford, Scott. Forthcoming. “The Russo-Japanese War, 1904-1905.” In *East Asia in the World, Volume II: From Imperialism to the Cold War*, Stephan Haggard and David C. Kang, Eds. Cambridge University Press. [Canvas]

Session 14 (10 October). *The Russo-Japanese War, 1904-1905, Part II*

- **Required.** Paine, S.C.M. 2017. *The Japanese Empire: Grand Strategy from the Meiji Restoration to the Pacific War* Cambridge University Press. Chapter 3.

Session 15 (12 October). *The Collapse of the Qing Dynasty, 1911*

- **Required.** Paine, S.C.M. 2012. *The Wars for Asia 1911-1949* Cambridge University Press. Chapters 1 & 5.

Session 16 (17 October). *The Invasion of Manchuria, 1931*

- **Required.** Paine, S.C.M. 2012. *The Wars for Asia 1911-1949* Cambridge University Press. Chapters 2.

Session 17 (19 October). *The Second Sino-Japanese War, 1937-1945*

- **Required.** Paine, S.C.M. 2012. *The Wars for Asia 1911-1949* Cambridge University Press. Chapter 6.

Session 18 (24 October). *The Pacific War, 1941-1945*

- **Required.** Paine, S.C.M. 2012. *The Wars for Asia 1911-1949* Cambridge University Press. Chapter 7.

Session 19 (26 October). *Downfall*

- **Required.** Hasegawa, Tsuyoshi. 2005. *Racing the Enemy: Stalin, Truman, and the Surrender of Japan* The Belknap Press of Harvard University Press. Chapter 6.

Exam 2 (31 October). *Don't forget to bring a pen or pencil.*

Part IV: Taiwan, China, and the United States

Sessions 20-26 takes us from the mid-20th century to the present and begins with two events that required a substantial renegotiation of the postwar balance of power. First, the end of the Chinese civil war saw a communist victory on the mainland and the retreat of the internationally recognized government to (and consolidation on) Taiwan. Second, the Korean War drew in both the United States and Communist China, ending in a stalemate that formed the centerpiece of the San Francisco System of treaties by which states in the region made peace with Japan and prepared to balance against a resurgent China. We close with China's continuing border confrontations, including another invasion of Vietnam in the late 20th, and the festering issue of democratic Taiwan's de facto independence, which represents both a thorn in the side of the Chinese Communist Party and a key potential flashpoint for future great power conflict.

Session 20 (2 November). *The end of the Chinese Civil War, 1949*

- **Required.** Paine, S.C.M. 2012. *The Wars for Asia 1911-1949* Cambridge University Press. Chapter 8.

Session 21 (7 November). *The Korean War, 1950-1953, Part I*

- **Required.** Stueck, William. 2004. *Rethinking the Korean War: A New Diplomatic and Strategic History* Princeton University Press. Chapter 2.

Session 22 (9 November). *The Korean War, 1950-1953, Part II*

- **Required.** Stueck, William. 2004. *Rethinking the Korean War: A New Diplomatic and Strategic History* Princeton University Press. Chapter 6.

Session 23 (14 November). *The Taiwan Straits Crises, 1954 & 1958*

- **Required.** Lin, Hsiao-ting. Forthcoming. "The Taiwan Straits Crises Revisited." In *East Asia in the World, Volume II: From Imperialism to the Cold War*, Stephan Haggard and David C. Kang, Eds. Cambridge University Press. [[Canvas](#)]

Session 24 (16 November). *The Sino-Vietnamese War, 1979*

- **Required.** Zheng, Xiaoming. 2015. *Deng Xiaoping's Long War: The Military Conflict Between China and Vietnam, 1979-1991* University of North Carolina Press. Chapter 2.
- **Recommended.** Zheng, Xiaoming. 2015. *Deng Xiaoping's Long War: The Military Conflict Between China and Vietnam, 1979-1991* University of North Carolina Press. Chapter 1.

Session 25 (28 November). *The Straits Crisis of 1996*

- **Required.** Whiting, Allen S. 2001. “China’s Use of Force, 1950-96, and Taiwan.” *International Security* 26.2:103-131.

Session 26 (30 November). *The Cross-Strait triangle*

- **Required.** “U.S.-Taiwan Relations in a New Era: Responding to a More Assertive China.” Council on Foreign Relations. “FINDINGS,” Pages 23-69. [[Web](#), [PDF](#)]

Exam 3 (TBA). *Don’t forget to bring a pen or pencil.*

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](#). For this course, it’s acceptable (even a good idea!) to work on problem sets together, but I expect no collaboration on the analytical paper and the exams. Those must be individual efforts.

Confidentiality of Class Recordings

Class recordings, if a move to an online format requires us to make them, 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: war is, after all, a bloody and dehumanizing horror. 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.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the [UT Outpost](#), which is a free on-campus food pantry and career closet. Furthermore, if you are comfortable notifying me, please do so, as I may have additional resources I can share.

Sharing of Course Materials 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.

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 identity & expression, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the Registrar, which you can do [here](#). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit [this site](#). More resources available on the Gender and Sexuality Center's website, <http://www.utgsc.org/>.

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.

Additional University Resources

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

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, gynecology, 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/slcc> or call 512-471-3614 (JES A332).

Student Emergency Services

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) [here](#) 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.

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 Education Code, Section 51.252 (formerly known as 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, or third party reports) must be report it. Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information to the Title IX Coordinator. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email supportandresources@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 Education Code, Section 51.252, 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 Education Code, Section 51.252. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support all impacted by a Title IX incident.

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, UT Police, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).