

GOV 324J | EUS 348 | REE 355: Politics of Eastern Europe

University of Texas at Austin
Monday, Wednesday, and Friday 8:00-9:00 – MEZ B0.306
Fall 2022

Unique #: 38400 (GOV); 36400 (EUS); 43765 (REE)

Contact Information

Professor Amy Liu – *she/her/hers*

Email:

In-Person Office Hours: M 1:30-3:00

Zoom Office Hours: M 3:00-4:30

Teaching Assistant:

Email:

In-Person Office Hours:

Zoom Office Hours:

In this course, we will study the politics of Eastern Europe through two simultaneous frameworks. The first focuses on how the region has cycled through different *political regimes* – from monarchies to fascist dictatorships to communist dictatorships, from liberal democracy to personalist autocracies. The second framework identifies the region as home to an *ethnically* diverse population – with ongoing tensions between groups that were political dominant in the distant past and those that are fighting for (international) recognition in the contemporary. We will study how the governments of Eastern Europe have politicized (or in some cases, de-politicized) their ethnic diversity through each of these political regimes with a particular focus on three successor states to the three empires at the end of WWI: Germany, Russia (Soviet Union), and Austria-Hungary (Hungary). We will end the semester by shifting our attention to a relatively newcomer in terms of regional influence: China.

We will also spend the last class of each month discussing current events in the region. We will do so, however, through the lens of watching *Servant of the People* to better appreciate the domestic politics in the region and the tensions between European Union and Russia in the region.

Course Description

Learning Outcomes

At the end of the semester, students should be able to:

1. Identify the rise and fall of different political regime types in Eastern Europe – both in the contemporary and historically;
2. Recognize the status of minority groups in the region – with an in-depth understanding of one particular minoritized group in one country; and
3. Be familiar with academic search engines (e.g., Nexis-Uni) and large survey databases (e.g., World Values Survey).

Statement of Learning Success

Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are not, ever, 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 will 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 am happy to connect you with a person or Center if you would like.

Teaching Modality Information

This is an in-person class that meets thrice a week. All lectures will be recorded and made available on Canvas under the Zoom tab (Zoom\Cloud Recordings) and hyperlinked on the Home Page.

Communication

The course Canvas site can be found at <http://utexas.instructure.com>. 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

If you need to access or ask questions of me and/or the TAs outside of class time, visit our office hours. We each have office hours in-person and online. Time and location can be found at the top of page 1.

Diversity, Equity, and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

Disability and Access (D&A)

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 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 so we can discuss your approved accommodations and needs in this course.

Required Materials

There are no assigned books for this course. I will place all readings on Canvas under the File tab (File\Readings) and hyperlink them on the Home Page.

Required Devices

You need a computer and internet access to succeed in this course. While you can make do with an iPad or a tablet, there will be at least one assignment that requires access to an online database that is best accessed on a computer.

Classroom Expectations

Class Attendance: Attendance will not be taken in this course. You are, however, strongly encouraged to attend class – and *especially* the discussion section:

- Readings are not a substitute for the class lectures.
- The teaching assistants will each write one question for the weekly quiz based on what they discuss in their sections. The weekly quizzes will be administered (usually) on Fridays in discussion (see below).
- If you are absent on a quiz day (see below), you will receive a 0% on that quiz.

Class Behavior: Since studies have shown people are more likely to multi-task (i.e., be distracted *and* be distracting) when they are sitting behind a computer, I do not allow laptop computers or tablets in the classroom. In the same spirit, please do not check your email, browse the internet, or send messages on your phone in the middle of class.

Email Etiquette: When emailing me, address me with either “Prof” or “Dr”. The teaching assistant and I reserve the right to not respond to emails in the twelve hours before an assignment is due.

Quizzes and Assignments

Your grade in this course will be assessed based on the following four items:

Weekly Quizzes (25%): The quizzes **can be cumulative** and cover both class discussion and assigned readings. Quiz dates will usually be announced in the previous class. I do, however, reserve the right to administer pop quizzes. These quizzes will test key information. On average, there will be one quiz per week, for an approximate total of fifteen quizzes for the semester. On each announced quiz, there will be a bonus question (worth 3% of the quiz) about current affairs in Eastern Europe. I strongly encourage you to read at least one the following news sources on a regular basis (note that some – but not all – have a limit on the number of free articles per month):

- BBC: <https://www.bbc.com/>

- Guardian: <https://www.theguardian.com/us/>
- National Public Radio: <http://www.npr.org>

I will take the top ten quizzes – *inclusive of the last quiz*. As such, if you are absent for whatever reason on a day a quiz is given, you will receive a 0% for that specific quiz. *There are no makeup quizzes.* If you miss between 40-50% of the total in-class quizzes given, your final quiz grade for the semester will be a 0%. If you miss 50% or more of the in-class quizzes given, you will automatically fail the course.

Minoritized Group Status Report (45% – 15% for each report): One objective for this course is for you to understand when and how governments marginalize (or accommodate) political minorities – whether it is ethnic, gender, geographic, racial, religious, and/or socioeconomic. To this end, you will learn and execute some basic social science research tasks.

You will write three short reports about (1) a minoritized group of your choosing in (2) an East European country of your choosing – both subject to my agreement. The reports are short: 1-2 pages, double-spaced. Each report will discuss the status of your minoritized group in your East European country in each of the political regime periods (communism, rise of democracy, and decline of democracy). For each of the report, you must draw on the following specified data type(s):

- **Report 1:** Government documents of policies towards minoritized group and news reports of social protests led by minoritized (if they exist and/or counter-protests by non-minoritized group) *during communism*;
- **Report 2:** Government documents of policies towards minoritized group, news reports of social protests led by minoritized (if they exist and/or counter-protests by non-minoritized group), and survey data of public opinion towards minoritized group *during rise of democracy*; and
- **Report 3:** Government documents of policies towards minoritized group, news reports of social protests led by minoritized (if they exist and/or counter-protests by non-minoritized group), and survey data of public opinion towards minoritized group *during decline of democracy*.

I will provide more information later and throughout the course. I suspect this process will be the first time for most of you. If this is the case, do not worry! For each data type, we will dedicate a class for a workshop to help you familiarize. We will also have additional office hours (if not class time) to help guide you through this process.

Each report is due on Canvas by 8AM – **Friday (10/07); Friday (10/21); and Friday (11/04)**. I reserve the right to penalize any late report – even if it is one minute late – by one letter grade per 24-hour period.

Argument Paper (20%): You are to write a paper (5-7 pages) arguing (1) whether we see a retrenchment in the status of your minority group in country in recent years; and (2) whether they enjoy more support today or more during communism. Your argument should cull together

what you have written for the three status reports. The paper is due on Canvas on **Friday (11/18)**. Again, I reserve the right to penalize any late paper.

Meme (10%): On the last day of class – **Friday (12/05)** – you will be asked to make a meme about the current politics in your country of your choosing. You will be graded primarily on the quality of your meme, specifically, how well you capture the current politics. If you make me and/or the teaching assistant laugh loudly, there may be extra bonus points.

Grading Policies

The following table represents how you will demonstrate your learning and how I will assess the degree to which you have done so. Note that I round using the conventional rounding rules.

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

If you believe a grade does not reflect your performance, you are welcomed to dispute the grade. I ask that all grade appeals be made in writing. In the memo, explain why you should receive a higher grade on that quiz, examination, assignment, or analysis. This should be done within a week after the grade is announced and submitted after class or in office hours. You will get a response in writing addressing your concerns.

Course Outline

All instructions, assignments, readings, rubrics, and essential information will be on the Canvas website at <http://utexas.instructure.com>. 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 1

08/22 (Monday) — Introduction

08/24 (Wednesday) – What is Eastern Europe?

08/26 (Friday) — Framework 1: Eastern Europe as a Region of Political Diversity

- Geddes, Wright, and Frantz: *How Dictatorships Work* (Chapter 1).

Week 2

08/29 (Monday) — Framework 2: Eastern Europe as a Region of Ethnic Diversity

- Hobsbawm: “Ethnicity and Nationalism in Europe Today”

08/31 (Wednesday) – Eastern Europe IRT: August

- *Servant of the People*: Episodes 1-3

09/02 (Friday) — Workshop: The Census

- Csata, Hlatky, and Liu: “How to Head Count Ethnic Minorities.”

Week 3

Political Regime 1: Monarchies and Multi-Ethnic Empires

09/07 (Wednesday) — Decline of Monarchies: World War 1

- National Geographic: World War – Ep 5 – Mayhem on the Eastern Front”

09/09 (Friday) — Decline of Monarchies: World War 1 and Tsarist Russia

- McMillan: *Paris 1919* (Chapter 6).

Week 4

09/12 (Monday) – Decline of Monarchies: World War 1 and Austro-Hungarian Dual Monarchy

- McMillan: *Paris 1919* (Chapter 20).

Political Regime 2: Fascist Dictatorships and Ethnic Exclusion

09/14 (Wednesday) – Rise of Fascism: Interwar Germany

- Griswold: “Paving the Way for Hitler.”

09/16 (Friday) — Rise of Fascism: Interwar Hungary

- Vardy: “The Impact of Trianon upon Hungary and the Hungarian Mind: The Nature of Interwar Hungarian Irredentism.”

Week 5

- 09/19 (Monday) – Decline of Fascism: World War 2
- Krenz: *Made in Hungary* (pages 45-98).

Political Regime 3: Communist Dictatorships and Pan-Ethnic Rhetoric

- 09/21 (Wednesday) – Rise of Communism: The Soviet Union
- Marx and Engels: *The Communist Manifesto*

- 09/23 (Friday) – Rise of Communism: The Berlin Wall
- History Channel: “The Berlin Wall”

Week 6

- 09/26 (Monday) — Rise of Communism: 1956 Hungarian Revolution
- Krenz: *Made in Hungary* (pages 197-234).

- 09/28 (Wednesday) – Workshop: Nexis Uni and Newspaper Searches

- 09/30 (Friday) – Eastern Europe IRT: September
- *Servant of the People*: Episodes 4-7.

- 10/03 (Monday) – Fall of Communism: 1989 Round Table Talks
- Garton Ash: *The Magic Lantern* (Pages 25-60).

- 10/05 (Wednesday) – Fall of Communism: The Collapse of the Soviet Union
- Strayer: *Why Did the Soviet Union Collapse?* (Introduction)

Political Regime 4: Liberal Democracy and Ethnic Inclusion

- 10/07 (Friday) – Rise of Democracy: Germany and the European Union
- Grabbe: “Europeanisation Goes East.” || **Due: Minoritized Group Status Report 1**

- 10/10 (Monday) — Rise of Democracy: Minority Accommodation of Ethnic Hungarians
- Csata and Máracz: “Prospects on Hungarian as a Regional Official Language and Szeklerland’s Territorial Autonomy in Romania.”

- 10/12 (Wednesday) — Workshop: Surveys and Public Attitudes

- 10/14 (Friday) — Lab Session

- 10/17 (Monday) — Rise of Democracy: Minority Accommodation of Ethnic Russians
- Pavlenko: “Russian in Post-Soviet Countries.”

- 10/19 (Wednesday) — Rise of Democracy: Migration to Germany (Western Europe)
- Fassman and Münz. “European East-West Migration 1945-1992.”

- 10/21 (Friday) — Discussion || **Due: Minoritized Group Status Report 2**

Week 8

Week 10

10/24 (Monday) — Decline of Democracy: Revenge of the Radical Rights

- Bustikova. “Revenge of the Radical Right.”

10/26 (Wednesday) — Decline of Democracy: Minority Accommodation of Ethnic Romas

- Marin Thorton. “The Outsiders: Power Differentials between Roma and non-Roma in Europe.”

10/28 (Friday) – Decline of Democracy: Migration through Hungary (Eastern Europe)

- Bayer. “Hungary’s ‘zero refugee’ strategy.”

Week 11

10/31 (Monday) – Eastern Europe IRT: October

- *Servant of the People*: Episodes 8-11.

11/02 (Wednesday) – Decline of Democracy: Migration back to Eastern Europe during Covid

- Dociar and Cretan: “Pandemic Populism.”

11/04 (Friday) – Decline of Democracy: Russian Disinformation

- The US Department of State: “Russia’s Top Five Persistent Pandemic Narratives.” || **Due: Minoritized Group Status Report 3**

Week 12

Political Regime 5: Personalism and Ethnic Chauvinism

11/07 (Monday) — Rise of Personalism: Hungary's Viktor Orbán

- Bozoki: *The Hungarian Patient* (Chapter 1).

11/09 (Wednesday) — Rise of Personalism: Russia's Vladimir Putin

- Chotiner: “How Putin Controls Russia.”

11/11 (Friday) — Rise of Personalism: Russian invasion of foreign lands – Georgia

- *NPR*. “Russia’s War in Ukraine reminds Georgians...”

11/14 (Monday) — Rise of Personalism: Russian invasion of foreign lands – Ukraine

- European Union. “Eight Years On, War in Ukraine Brings Back Painful Memories of Crimea’s Invasion.”

11/16 (Wednesday) — Rise of Personalism: Russian presence in foreign lands – Belarus

- *Reuters*: “Russia, Belarus ready to boost union state cooperation amid sanctions.”

11/18 (Friday) – Eastern Europe IRT: November

- *Servant of the People*: Episodes 12-15 || **Due: Argument Paper**

Week 13

11/21 (Monday) — Thanksgiving (No Class)

11/23 (Wednesday) — Thanksgiving (No Class)

11/25 (Friday) — Thanksgiving (No Class)

Week 14

Week 15

Influences from New Empires: The Chinese

11/28 (Monday) — Chinese Empire: The Ethnic Chinese in Russia and Hungary (Eastern Europe)

- Liu: *The Chinese Migrants in Europe* (Chapter 3).

11/30 (Wednesday) – Chinese Empire: Belt Road Initiative in Hungary

- Matura: “Chinese Investments in Hungary: Few Results but Great Expectations”.

12/02 (Friday) — Chinese Empire: Covid Diplomacy and Human Rights

- Turcsanyi, Šimalčík, Kironská, and Sedláková: “European public opinion on China in the age of COVID-19.”

Week 16

12/05 (Monday) — Chinese Empire: In the Shadow of Ukraine

- Take: “Lithuania urges EU countries to leave China’s bloc.” || **Due: Meme**

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 at <https://its.utexas.edu/contact>

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.

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 (<https://deanofstudents.utexas.edu/emergency/utoutpost.php>) – 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 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.

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 identity and 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's office, which you can do so here (http://utdirect.utexas.edu/apps/ais/chosen_name). 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: <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>. More resources available on the Gender and Sexuality Center's website: <http://www.utgsc.org>.

Land Acknowledgement

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.

Counseling and Mental Health Center (CMHC)

We All benefit from support during times of struggle. 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 – please 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. CARE Counselors are also located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. Visit CMHC for more information: <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, 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/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.

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

For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness. The university will continue to provide rapid antigen self-test kits at distribution sites throughout campus. Students can receive up to four tests at a time. The university will provide symptomatic COVID-19 testing on campus for all students, faculty and staff. UHS maintains up-to-date resources on COVID, which can be found here: Covid-19 Information and Resources (<https://www.healthyhorns.utexas.edu/coronavirus.html>) and Covid-19 Exposure Action Chart (https://www.healthyhorns.utexas.edu/coronavirus_exposure_action_chart.html).

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: <https://www.utexas.edu/campus-carry#ac>
- 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 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 (<https://safety.utexas.edu/>), 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.
- Visit emergency preparedness (<https://preparedness.utexas.edu/>) for more information.