

**Human Rights & World Politics**  
GOV S365W (81625)  
Summer 2021

**Course Mode:** Online, asynchronous delivery, but you are required to work at a weekly pace. Each week's modules open at 8:00 am on Monday and close at 8:00 am on the following Monday.

## **INSTRUCTOR**

**Dr. Rhonda Evans (she/her/hers)**

Email: [humanrights.evans@austin.utexas.edu](mailto:humanrights.evans@austin.utexas.edu)

Rhonda Evans has directed the Edward A. Clark Center for Australian and New Zealand Studies and served as a Senior Lecturer in the Department of Government since 2012. She was previously an Associate Professor in the Department of Political Science at East Carolina University. Dr. Evans holds a Ph.D. in Government from UT-Austin, a J.D. from the University of Pittsburgh, and a B.A. in Political Science from Kent State University's Honors College, graduating *phi beta kappa*. As a lawyer licensed to practice in her home state of Ohio, she served as an Assistant Prosecuting Attorney for Tuscarawas County and as a Staff Attorney with Southeastern Ohio Legal Services. Her research is interdisciplinary in nature and reflects her training in law and political science. Dr Evans is co-author of *Legislating Equality: The Politics of Antidiscrimination Policy in Europe* with Oxford University Press (2014). In addition to this course, she teaches an undergraduate course on Australian politics and in 2022 will lead a new Maymester to Townsville, Australia entitled, The Politics of Protecting the Great Barrier Reef.

**Dr. Evans' Zoom Office Hours:** See Canvas.

**TEACHING ASSISTANTS: See Canvas.**

### **\* EMAIL POLICY \***

**How to contact the Instructor and Teaching Assistants:**

If you wish to contact the Instructor or Teaching Assistants, use the following email address:  
[humanrights.evans@austin.utexas.edu](mailto:humanrights.evans@austin.utexas.edu).

**Do not use the email function in Canvas and do not use our personal email addresses. We will not receive those messages.**

**How the Instructor and Teaching Assistants will communicate with you:**

Email is recognized as an official mode of university correspondence. We will email you at your officially registered email address, **and** notifications will be sent to that address via the Announcements function in Canvas.

You are responsible for reading your email for university and course-related information and announcements. It is your responsibility to keep the University informed about changes to your e-mail address. You can find UT Austin's policies and instructions for updating your e-mail address [here \(Links to an external site.\)](#).

You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical.

Before emailing questions about some aspect of how the course operates, review the Canvas page. It will likely contain the answer that you seek. Substantive questions about the course material will be answered at office hours **not via email**.

## COURSE DESCRIPTION

Human rights feature prominently in contemporary world politics. Today there exists a large and highly legalized international human rights regime consisting of the United Nations (UN) and several regionally-based human rights systems. Focusing on the UN, this course introduces you to the legal, political, and policy dimensions of international human rights. In so doing, it addresses: (1) legal and institutional infrastructures and processes that exist at domestic and international levels for the promotion and protection of human rights; (2) the main actors involved in human rights advocacy, including states, international organizations, activists, nongovernmental organizations; (3) the interests of these actors as well as the tactics that they employ to advance their interests; and, (4) the challenges of assessing the effectiveness of human rights advocacy and how these challenges can be met by employing basic precepts of quantitative and qualitative political science research.

By the semester's end, students should be able to answer the following questions: What is international human rights law? How does international human rights law figure into human rights advocacy? How effective is international human rights law, and under what conditions does it work? And finally, how do we know whether or not it works? Considering the significant resources and efforts that are devoted to international human rights institutions and advocacy each year, these are clearly very important questions.

And yet, you may be surprised to learn that much remains to be learned about the efficacy of international human rights law. In exploring why this is so, we will consider the various challenges to studying international human rights law from an empirical (as opposed to a strictly normative) perspective. You should emerge from this course with an enhanced understanding of the mechanics of human rights advocacy and an improved ability to evaluate its effectiveness. This course is designed to increase your knowledge about human rights, but more importantly, it is designed to help you develop your general analytical skills. The latter are fungible skills in which prospective employers are often most interested.

## COURSE REQUIREMENTS

**Remember that each week's modules close at 8:00 am on the following Monday.**

<b>Course Requirement</b>	<b>Percentage of Final Grade</b>	<b>Due Date</b>
Learning Journal Entries	20%	Average of 17 entries
Quizzes	20%	Average of 17 quizzes
Writing Assignment 1	30%	Sunday, August 1 by 11:59 pm
Writing Assignment 2	30%	Friday, August 13 by 11:59 pm

\* All of the above requirements must be submitted in order to receive a passing grade for the course.

**Learning Journal Entries (LJE):** Each module includes a learning journal entry prompt. You must submit a total of 17 learning journal entries. Three LJEs are required. Beyond those, you choose 14 LJEs to submit. See the Canvas page for more details.

**Quiz Policies:** Each module includes a quiz. Comprised of multiple-choice and/or true-false questions, quizzes test your comprehension of basic ideas and concepts covered in that module's assigned materials and lectures. Your quiz grade will be the average of your grades on 17 quizzes.

The first two quizzes are located in Module 1. **Both are required and neither can be dropped. You may take these two quizzes multiple times until you achieve a 90% grade or better. You cannot proceed in the course until you have done so.** One of these quizzes focuses on the syllabus (to make sure that we're all on the same page from the start) and the other focuses on the important issue of academic integrity (to make sure that we're all on the same page from the start).

Beyond those two quizzes, you must complete **15 quizzes of your choice**. You do not get unlimited attempts on these quizzes. If you take more than 15 quizzes, we'll take your top 15 scores, averaging those with your grades on the syllabus and academic integrity quizzes. So, there's no penalty for taking more than 15 quizzes. There are no make-up quizzes. If you fail to take the requisite number of quizzes, you will receive zeros for the missing quizzes.

**Because quizzes are meant to test *your individual* knowledge, you may use your notes (content that you created), but you may not use group-generated documents or the Internet.** See Sec. 11-402 Academic Dishonesty, especially subsections (b) and (c)1-8.

**Remember that each week's modules close at 8:00 am on the following Monday.**

**Writing Assignments:** There will be two writing assignments that will require you to demonstrate your understanding of material covered across modules.

Grades will be based on **completion** of the exam; demonstrated ability to answer the specific questions posed; depth of understanding and comprehension of the issues raised in the questions; familiarity with the relevant substantive content of the course; ability to critically analyze and/or construct an argument, marshalling specific evidence and reason in your analysis; ability to construct and clearly communicate an argument that demonstrates comprehension of the material; ability to engage with the relevant scholarly literature; and, the overall quality of the writing. Questions will not ask you to simply repeat information learned in the course.

**Because take-home exams are meant to test *your individual* knowledge rather than constitute a group effort, you may use your notes (content that you created), but you may not use group-generated documents.** See Sec. 11-402 Academic Dishonesty.

**If you experience technical issues, use the Online Course Tech Support tab on the left navigation menu of the Canvas course. You can go there to get help for any technical issues you may have that prevent you from accessing materials on your Canvas course. You will initially be greeted with an AI chatbot that can answer most questions, but if that doesn't help, you will be connected with a live support representative from LAITS.**

**Final course grades will be calculated according to the University's +/- system.**

### **Grading Policies:**

**How might I get feedback on my work?** Glad you asked! We highly recommend that seek out feedback on your assignments. TAs are responsible for grading. Here's what to do. First, **you** need to invest some time in figuring out what you did wrong. **Before meeting with a TA**, you are required to self-assess your work against the general feedback provided to the class on Canvas. What grade would you assign? Justify your grade with **a sentence or two** explaining why you would characterize your answer as excellent, very good, good, satisfactory, or

unsatisfactory. You may do this in a Word document or in an email. Your assessment will be used to inform your discussion with the TA. Why do this? You learn by reviewing your work in a meaningful way.

**What if I want to contest my grade?** First, you must lodge your intention to contest your grade in writing via the course email address within three days of the day on which we notified you that grades were published. Second, prior to meeting with a TA, you must follow the steps outlined in the paragraph above. TAs are authorized to consider a complaint's merits and exercise discretion to alter a grade. If you are dissatisfied with a TA's decision, then you must lodge your intention to appeal that decision in writing via the course email address within three days of the TA's decision; and, without undue delay, schedule an appointment with Dr. Evans at her office hours. Dr. Evans will grade your exam in its entirety de novo, i.e., you will receive the grade that she assigns **even if it's lower than the original grade assigned by the TA**. Students who remain dissatisfied with their final course grades may elect to pursue action at the College-level. More on that [here \(Links to an external site\)](#).

**Extra Credit or Make-Up Work:** Work hard. There will be none.

## COURSE MATERIALS

**All course materials have been made freely available to you through Canvas.** Materials for each class meeting are contained in a module designated for that class meeting as either PDFs or external URL links. If you have difficulty opening a URL link in Canvas, simply click the blue box labelled "Open Site in New Window." Just in case that doesn't work, I've also provided links below. If that doesn't work, Google it.

## COURSE SCHEDULE

### **Module 1: Pre-Course Requirements**

#### ***Introduction to the Course:***

Reading Assignment: Syllabus

#### ***Academic Integrity:***

Reading Assignment:

1. The UT Code of Conduct.
2. Academic dishonesty.
3. Tools for tracking academic dishonesty.
4. Repercussions of academic integrity violations.

### **Module 2: Puzzle of international human rights.**

#### Reading Assignment:

1. Ann Marie Clark, *Diplomacy of Conscience: Amnesty International and Changing Human Rights Norms* (Princeton, NJ: Princeton University Press, 2001), pp. 3-11; 21-27 (note the assigned page numbers; more pages provided than required).

**Assessment:**

1. Journal Entry
2. Quiz

**Module 3:**

**Origins of the international human rights system: The role of structure.**

**Reading Assignment:**

1. Beth A. Simmons, "Why International Law? The Development of the International Human Rights Regime in the 20<sup>th</sup> Century," from *Mobilizing for Human Rights: International Law in Domestic Politics* (Cambridge: Cambridge University Press, 2009), pp. 23-36.

**Module 4:**

**Political development of the international human rights system: The role of actors.**

**Reading Assignment:**

1. Beth A. Simmons, "Why International Law? The Development of the International Human Rights Regime in the 20<sup>th</sup> Century," from *Mobilizing for Human Rights: International Law in Domestic Politics* (Cambridge: Cambridge University Press, 2009), pp. 36-56.

**Module 5:**

**Politics of treaty creation: The Convention Against Torture (CAT).**

**Reading Assignment:**

1. Ann Marie Clark, "Torture," in *Diplomacy of Conscience: Amnesty International and Changing Human Rights Norms* (Princeton, NJ: Princeton University Press, 2001), pp. 37-69.
2. Declaration Against Torture
3. Convention Against Torture

**Module 6:**

**Legitimacy of international human rights.**

**Reading Assignment:**

1. Jack Donnelly, "A Brief History of Human Rights," *Universal Human Rights in Theory and Practice* (Ithaca, NY: Cornell University Press, 2013), pp. 75-92.
2. The Universal Declaration of Human Rights.

**Module 7:**

**Power of international human rights.**

**Reading Assignment:**

1. Michael Goodhart, “Human Rights and the Politics of Contestation,” in Mark Goodale (ed.), *Human Rights at the Crossroads* (Oxford: Oxford University Press, 2013), pp. 31-44.

**Module 8:**

**Assuming and avoiding treaty obligations: Ratification, reservations, and derogations.**

Reading Assignment:

1. Rhona K.M. Smith, “Human Rights in International Law” in Goodhart (ed.), *Human Rights: Politics and Practice*, 2<sup>nd</sup> ed. (Oxford: Oxford University Press, 2013), pp. 58-66.
2. *See supplementary materials on Canvas.*

**Module 9:**

**Law and politics of “enforcing” international human rights treaties: State reporting & general comments/recommendations.**

Reading Assignment:

1. Rhona K.M. Smith, “Human Rights in International Law” in Goodhart (ed.), *Human Rights: Politics and Practice*, 2<sup>nd</sup> ed. (Oxford: Oxford University Press, 2013), pp. 66-73 (review last week’s reading).
2. Connors, *The Human Rights Treaty Body System*, pp. 1-9; 13-15.
3. Mallene Alleyne and Felix Kirchmeier, “Small states face big challenges in engaging UN treaty bodies,” *Open Global Rights*, 4 December 2019 (4 pages).
4. *See examples of international legal instruments on Canvas.*

**Module 10:**

**Law and politics of “enforcing” international human rights treaties: complaint procedures, inquiries, early warning and urgent action.**

Reading Assignment:

1. Claire Callejon, et al. *Treaty Bodies Individual Communications Procedures: Providing Redress and Reparation to Victims of Human Rights Violations* (The Geneva Academy of Humanitarian Law and Human Rights, 2019), pp. 1-25.
2. *See examples of international legal instruments on Canvas.*

**Module 11:**

**Law and politics of interpreting international human rights treaties.**

Reading Assignment:

1. Cecilia Medina, “The Role of International Tribunals: Law-Making or Creative Interpretation?” in Dinah Shelton (ed.), *The Oxford Handbook of International Human Rights Law* (Oxford: Oxford University Press, 2013), pp. 649-55.
2. ICCPR.

**Module 12:**

**Does international human rights law work? Framing the debate.**

Reading Assignment:

1. Eric Posner, “The Case against Human Rights,” *The Guardian*, 4 December 2014 (9 pages);
2. Beth A. Simmons, “What’s Right with Human Rights,” *Democracy Journal*, Winter 2015, No. 35 (10 pages);
3. Human Rights Measurement Initiative and Universal Rights Group, *Is the global situation of human rights improving or deteriorating? Making the case for the empirical measurement of human rights change*, 2019 (2 pages).

**Module 13:**

**How do we know if and how international human rights law works? A social science toolkit.**

**Part 1.**

Reading Assignment:

1. Valerie Sheppard, Chapter 1: Introduction to Research Methods (in its entirety), *Research Methods for the Social Sciences: An Introduction*. [Creative Commons](#).
2. Anol Bhattacherjee, Chap. 4: Theories in Scientific Research, pp. 25-29 (stop before the Approaches to Theorizing section), [Social Science Research: Principles, Methods, and Practices](#), 2<sup>nd</sup> ed. (Creative Commons, 2012).

**Module 14:**

**How do we know if and how international human rights law works? A social science toolkit.**

**Part 2.**

Reading Assignment:

1. Janet Buttolph Johnson and H.T. Reynolds, Chapter 4: The Building Blocks of Social Scientific Research: Hypotheses, Concepts, and Variables, *Political Science Research Methods*, 7<sup>th</sup> ed., (CQ Press, 2011), pp. 102-115; 119-123. (Don’t get too bogged down in the lengthy examples—we will discuss human rights-related examples in class—and limit your focus to the key concepts provided on Canvas).

**Module 15:**

**How to measure international human rights. Part 1.**

Reading Assignment:

1. Janet Buttolph Johnson and H.T. Reynolds, Chapter 5: The Building Blocks of Social Scientific Research: Measurement, *Political Science Research Methods*, 7<sup>th</sup> ed., (CQ Press, 2011), pp. 127-34; 136; 149-53. (Don’t get too bogged down in the lengthy examples—we will discuss human rights-related examples in class—and limit your focus to the key concepts provided on Canvas).
2. Todd Landman, “Measuring Human Rights: Principles, Practice and Policy,” 26 *Human Rights Quarterly* (2004): 906-21.

**Module 16:**

**How to measure international human rights. Part 2.**

Reading Assignment:

1. Todd Landman, “Measuring Human Rights: Principles, Practice and Policy,” 26 *Human Rights Quarterly* (2004): 921-31.
2. *Is the global situation of human rights improving or deteriorating? Making the case for the empirical measurement of human rights change* (Human Rights Measurement Initiative and Universal Rights Group, 2019) (7 pages).

**Module 17:**

**Why do states ratify (or not) international human rights treaties? Theories of commitment.**

Reading Assignment:

1. Beth A. Simmons, “Theories of Commitment,” from *Mobilizing for Human Rights: International Law in Domestic Politics* (Cambridge: Cambridge University Press, 2009), pp. 112-55.

**Module 18:**

**Why do states comply (or not) with international human rights treaties? Theories of compliance.**

Reading Assignment:

1. Beth A. Simmons, “Theories of Compliance,” from *Mobilizing for Human Rights: International Law in Domestic Politics* (Cambridge: Cambridge University Press, 2009), pp. 112-55.

**Module 19:**

**Does international human rights law work? A mixed methods approach: The quantitative piece.**

Reading Assignment:

1. Beth A. Simmons, “Equality for Women,” from *Mobilizing for Human Rights: International Law in Domestic Politics* (Cambridge: Cambridge University Press, 2009), pp. 202-22.

**Module 20:**

**Does international human rights work? A mixed methods approach: The qualitative piece.**

Reading Assignment:

1. Beth A. Simmons, “Equality for Women,” from *Mobilizing for Human Rights: International Law in Domestic Politics* (Cambridge: Cambridge University Press, 2009), pp. 236-55.

**Module 21:**

**How do international human rights work? A different qualitative perspective.**

Reading Assignment:

1. Sally Engle Merry, Chapter 6: Localizing Human Rights Consciousness, *Human Rights and Gender Violence: Translating International Law into Local Justice* (Chicago: The University of Chicago Press, 2006), selected pages.
- 1.

## **Module 22:** **A critical perspective on measuring international human rights.**

### **Reading Assignment:**

1. Sally Engle Merry, *The Seductions of Quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking* (Chicago: The University of Chicago Press, 2016), pp. 1-22.

## **Module 23: Reflections on the Course**

No reading.

## **IMPORTANT (MUST-READ) ADMINISTRATIVE POLICIES**

**Academic Integrity:** Academic integrity is a fundamental value of higher education at UT; therefore, we will not tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize, or falsify with regard to quizzes, take-home exams, or the writing assignment. Should we determine that an academic integrity violation has taken place, we will follow the University's formal process for dealing with such matters. You are expected to be familiar with the UT Honor Code: <https://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>. We refer you specifically to *Subchapter 11-400. Prohibited Conduct* in its entirety. Also consult the section on **sharing course materials and intellectual property policies** that appear in the final, **must-read** section of the syllabus.

**GroupMe, etc.:** Why is it that nearly all students despise “group-work” but are only too eager to collaborate on compiling group documents? Because I understand that group discussions among students can facilitate the learning process, I do not discourage those. I do, however, prohibit the construction of group documents related to graded assignments. This is a distinction *with* a difference. I will be happy discuss it with you. Use of GroupMe or other similar mechanisms for the compilation of group work to be used by individuals for their graded assignments will result in failure of the course.

**I am a former Assistant Prosecuting Attorney for the State of Ohio. Do not give me a reason to slip back into prosecutorial mode. Note that failure to know and understand the policy (i.e., ignorance) is no defense.**

**Accommodations for Religious Holidays and Students with Disabilities:** TA Siyun Jiang will manage all accommodations. By UT Austin policy, you must notify us of your pending absence at least 14 days prior to 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. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, (512) 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

**Intellectual Property Policy:** This course was created by Dr. Evans, and as such, it is her intellectual property. Students are, therefore, not permitted to disseminate by any means any of the course content created by Dr. Evans, including lecture recordings, power point presentations and slides, or other learning materials. Students who do so without permission will face legal action in a court of law.

**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 unless you

have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am 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 in the course."

**The Professional Environment:** I expect to be addressed in person as either "Dr. Evans" or "Professor Evans." We will personally address you by your own preferred name.

**Personal Pronouns:** Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center

(<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). We will honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc.). Please advise us of any changes early in the semester so that we may make appropriate updates to our records. For instructions on how to add your pronouns to Canvas, visit  
<https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

**Email Policy:** See also the policy at the start of the syllabus. The text of your email should clearly state the nature of your inquiry, the name of the course, and either your name as it appears on the course roster or the preferred name that you provided to us. All email correspondence from us to you will be automatically sent to your official UT email address. Therefore, you should know your official UT email address, and as a matter of practice, you should check your account regularly. I have endeavored to make this syllabus as thorough and clear as possible. Before emailing questions about the course, review the syllabus. It just may contain the answer that you seek. Substantive questions about the course material that require lengthy explanations or discussion will only be answered in class (where they are especially welcomed) or during office hours. I will not respond to these types of questions by email.

**Classroom Behavior:** This applies with equal force in the online world. It's important that we have a classroom atmosphere that optimizes teaching and learning, and we all share the responsibility for creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Here are some guidelines for classroom behavior: (1) unless internet issues prevent you from doing so, turn your camera on during class and leave it on for the entire class; (2) pay attention during class; (3) classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing; and, (4) any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations. It is a good rule to let professors know at the start of class if you will need to "leave" early.

## **TITLE IX REPORTING AND TEXAS SB212**

Reporting Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, 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 unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Beginning 1 January 2020, Texas Senate Bill 212 **requires all employees of Texas universities**, including faculty, to **report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking** that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported.

**We are Responsible Employees and MUST (we are legally required to) report any Title IX related incidents that are disclosed to us in writing, discussion, emails, or one-on-one exchanges. Before talking with us, 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 would like to speak with someone who can provide support or remedies without making an official report to the university, please email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

**Safety Matters:** This is less relevant, but we are nevertheless required to include it. Occupants of buildings on the UT-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 UT-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](http://www.utexas.edu/emergency). The Office of Campus Safety and Security can be reached at 512-471-5767, <http://www.utexas.edu/safety/>, and the Behavior Concerns Advice Line (BCAL) can be reached at 512-232-5050.