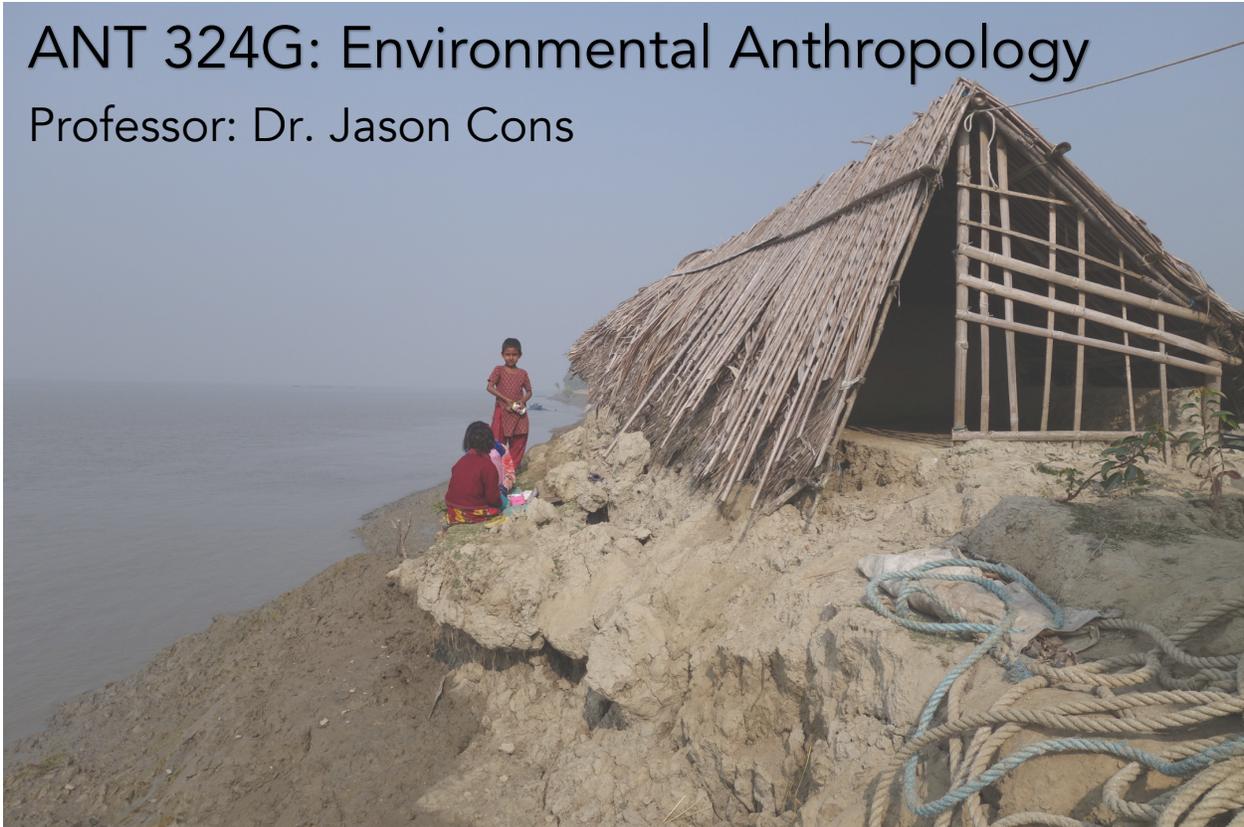


ANT 324G: Environmental Anthropology

Professor: Dr. Jason Cons



Jason Cons: SAC 5.138; jasoncons@utexas.edu; 512.232.3832

Course Meeting Time and Location :

CBA 4.328, 1:00pm-2:00pm, Monday & Wednesday, Sections in WCP 4.118

[Office Hours: Wednesday, 2:00-3:00pm by appointment](#)

What is the relationship between culture and ecology? How can environments produce inequalities? Is there such a thing as wilderness? Where is the boundary between the human and the non-human? How is "nature" understood in different communities? How do people around the world live with toxicity, climate change, and other forms environmental degradation? And what are the possible meanings of "environmental justice"? Environmental Anthropology explores the answers to these questions and more.

The course is designed around a set of key questions and challenges in the anthropological study of the environment. Its purpose is not to provide a survey of the field, but rather to introduce students to a set of questions and analytic tools and invite them to quickly move towards applying them to real-world cases.

Course Teaching Assistant:

Shehzad Arifeen: smarifeen@utexas.edu. Office hours: TBD

Land Acknowledgement

We would like to acknowledge that we are meeting on Indigenous land. Moreover, We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua 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, here on Turtle Island.

Learning Objectives/ Goals

Upon completion, students will be able to:

- Identify key contributions, ideas, and concepts in environmental anthropology
- Use analytic tools in environmental anthropology to pursue independent inquiry into problems in environment and society
- Investigate environmental issues using ethnographic methods
- Explain different cultural perspectives on nature, ecology, and the environment
- Engage with both local and global environmental politics in informed and inquisitive ways
- Write, speak, communicate, and think critically and clearly about environmental change

Course Expectations

In course sessions, we will cover a range of different materials in a range of different ways. I expect your full, active, and professional participation in all activities. This means:

- Attending all class and section meetings
- Completing occasional asynchronous sessions in a timely fashion
- Showing up on time to class meetings (persistently showing up late will negatively affect your participation grade)
- Respectfully engaging with the course instructor, TAs, and your peers
- Being responsible for all assigned reading and materials

Assignments and Grades

The following is a breakdown of how I will evaluate your performance in the class. More in-depth descriptions, rubrics, and prompts will be provided with each assignment.

- **Class and Section Participation:** 15%—Active, informed, and respectful participation in section discussions and sessions, engagement with informal in-class written work, and contributions to breakout and group work.
- **Section assignments:** 25%—For section meetings, there will be occasional brief, writing assignments.
 - The first 4 of these will be graded on a simple D, C, B, A scale and will each count as 1/4th of your section grade.
 - The final set of section assignments will be part of the final project and will not count towards your section assignment grades.
- **Mid-Term Exam:** 25%—Take home mid-term covering core course concepts
- **Final Project:** 35%—There will be a final group project consisting of a podcast based on

research you conduct in your sections. There will be a series of assessed steps in preparing for this project (in other words, not all 35% will rest on the final product alone).

I use the following cutoffs for grade assignments:

	A: 94%	A-: 90%
B+: 87%	B: 84%	B-: 80%
C+: 77%	C: 74%	C-: 70%
D+: 67%	D: 64%	D-: 60%
F: <65%		

Email and Office Hours policy

- Please, feel free to contact me and/or your TA via email. I prefer that you contact me directly rather than through Canvas. Please make sure you consult the course syllabus, other handouts, your peers and the course Canvas site before sending an e-mail. We will endeavor to respond within 24 hours, though note that **we do not respond to email on the weekends or after 5pm**, so plan ahead.
- Contacting us the night before an assignment is due is, by definition, too late.
- My office hours are *your* time. That said, I ask that you schedule an appointment ahead of time.
[You can do so through this link](#)
- If you have a regular class conflict during my office hours, I am more than happy to set up an appointment with you at another time.

Classroom Safety and COVID-19

The COVID-19 pandemic is still with us. Please protect yourself, your classmates, and the larger University community by noting the following guidelines and information.

If you have not yet been vaccinated against COVID-19, we strongly encourage you to do so. Almost all pharmacies carry the vaccine, and it is available free of charge.

If you have COVID-19 symptoms, have been exposed to someone who tested positive for COVID-19, please follow the [Action Chart](#) by UT Health Services. If you have symptoms or tested positive, please stay home and isolate. You will not be penalized for any class absence due to COVID-19 or other documented illness.

Throughout the fall, the university will continue to make testing accessible by providing rapid antigen self-test kits at [distribution sites](#) throughout campus. Students can receive up to four at a time. You are encouraged to keep a supply of self-test kits at home so that you have them available when you need them. For updates on UT Austin's COVID-19 policies, visit [Protect Texas Together](#). Further information and resources on COVID-19 can be found at this [link](#). For

questions about COVID-19, or to report positive test results, please contact the [Behavior Concerns and COVID-19 Advice Line](#).

For at least the first few weeks of the semester, I am planning on teaching in a mask. If pandemic circumstances change, I may shift this policy. You are always welcome to wear a mask to class—and I ask that you do so especially if you are in your post-COVID-19 exposure/infection isolation phase.

For at least the first few weeks of the semester, I am planning on wearing a mask during my in-person office hours. If pandemic circumstances change, I may shift this policy. You always have the option of requesting that we meet virtually (via Zoom)—please just put a note to that effect when you reserve your slot.

Introductions

Week 1: Course Introduction

August 22: Introduction to Environmental Anthropology

August 24: What does Environmental Anthropology do, and why?

- READ Nayanika Mathur. 2020. "Telling the Story of the Pandemic." *Somatosphere*. <http://somatosphere.net/forumpost/covid19-storytelling-pandemic/>
- READ Anna Tsing. 2014. "AURA Openings: Unintentional Design in the Anthropocene." In *More than Human: AURA Working Papers Vol. 1*. Aarhus University.

August 26: Section Meeting:

- WRITING ASSIGNMENT #1: Get outside! Find an example of what Tsing calls "unintentional design." Take a photo of it with your phone or camera. Write a paragraph (100-150 words) that a) identifies the landscape you are photographing (what is it, where is it, etc.), b) explains how it is an example of unintentional design on an anthropogenic landscape (again, in Tsing's sense of the term), and c) identifies how seeing the landscape you photographed in this way might shift our ways of understanding and talking about it.

Week 2: Environment/Community/Ethics

August 29: Towards an Alien Land Ethic

- READ Aldo Leopold. 1949. "The Land Ethic." In *A Sand County Almanac*. Oxford University Press.
- READ Lauret Savoy. 2015. "An Alien Land Ethic: The Distance Between." In *Trace: Memory, History, Race, and the American Landscape*. Counterpoint.

August 31: Unearthing the Land

- READ: Leah Penniman. 2020. "Black Gold." In *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*. One World

- READ: Andrew Mathews. 2017. "Ghostly Forms and Forest Histories." In *Arts of Living on a Damaged Planet*. University of Minnesota Press.

September 2: Section Meeting:

- FOR DISCUSSION: *Before class, take a few minutes to think through the following challenge and be prepared to talk about it in class.* Recall the tension Savoy draws out over the land ethic. Come prepared to discuss a specific instance that embodies this tension between inclusion and exclusion.

Week 3: Cultural Ecology

September 5: Labor Day, No Class

September 7: Pigs, Ancestors, Ecologies

- READ Roy Rappaport. 2008 (1967). "Ritual Regulation of Environmental Relations among a New Guinea People." In *Environmental Anthropology: A Historical Reader*. Blackwell.

September 9: Section Meeting:

- WRITING ASSIGNMENT #2 (300 words): Describe an ecosystem that you are familiar with. Drawing on the in-class lecture, what kinds of language might you use to describe this system (open, closed, homeostatic, etc.). Be prepared, in section discussion, to discuss why you have chosen the language that you did.

Week 4: From Cultural to Political Ecology

September 12: What makes an ecology "political"?

- READ Paul Robbins. 2012. "Political versus Apolitical Ecologies." In *Political Ecology*. Blackwell.

September 14: The Political Ecology of (Environmental) Violence

- READ Nancy Peluso and Michael Watts. 2001. "Violent Environments." In *Violent Environments*. Cornell University Press.

September 16: Section Meeting:

- FOR DISCUSSION: *Before class, take a few minutes to think through the following challenge and be prepared to talk about it in class.* Identify an environmental issue in your home state. What might be the difference in looking at that issue from the standpoint of an *apolitical* versus a *political* ecology might show.

The Natures of Politics

Week 5: The Politics of Wilderness, Part 1

September 19: Wildness and Wilderness

- READ William Cronon. 1995. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature." In *Uncommon Ground: Rethinking the Human Place in Nature*. WW Norton.
- READ Ramachandra Guha. 1989. "Radical American Environmentalism and Wilderness Preservation: A Third-World Critique." *Environmental Ethics*. 11(1).

September 21: From Fortress to Indigenous Conservation

- LISTEN 2022. "The First National Park (podcast)." *Civics 101*.
<https://www.civics101podcast.org/civics-101-episodes/firstnationalpark>
- LISTEN 2020. "Fortress Conservation (podcast)". *Oustide/In*.
<http://outsideinradio.org/shows/fortressconservation>
- READ David Trueur. 2021. "Return the National Parks to the Tribes." *The Atlantic*.
<https://www.theatlantic.com/magazine/archive/2021/05/return-the-national-parks-to-the-tribes/618395/>

September 23: Section Meeting:

- WRITING ASSIGNMENT #3 (400-500 words): Reflect on Cronon and Guha. Use their arguments to identify an instance that you are familiar with that highlights the trouble with wilderness.

Week 6: The Politics of Wilderness, Part 2

September 26: The Race, Class, and Gender of Wilderness

- READ Donna Haraway. 1994. "Teddy Bear Patriarchy: Taxidermy in the Garden of Eden, New York City, 1908-1936." In *Primate Visions: Gender, Race, and Nature in the World of Modern Science*. Taylor and Francis.

September 28: Megafauna of the Mind

- Annu Jalais. 2008. "Unmasking the Cosmopolitan Tiger." *Nature and Culture*. 3(1).

September 30: Section Meeting

Week 7: Race, Nature, Identity

October 3: Naturalizing Race, Care, and Power

- READ Anand Pandian. 2001. "Predatory Care: The Imperial Hunt in Mughal and British India." *Historical Sociology*. 14(1).

October 5: White Wilderness?

- READ Carolyn Finney. 2014. "Black Faces." In *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*. University of North Carolina Press.

October 7 Section Meeting:

- LISTEN: *Threshold Podcast*. Season 2: Cold Comfort. "Episode 5: Just Decide" and Episode 6: The Things I Can See on the Mountains."
 - <https://www.thresholdpodcast.org/season02-episode05>
 - <https://www.thresholdpodcast.org/season02-episode06>
- WRITING ASSIGNMENT #4 (aprox. 400 words): Drawing on the *Threshold* podcasts, identify a dynamic of racialized representation and how it shapes people's understandings of the relationship between the Sámi people and nature.

Week 8: Natures of Natural Resources:

October 10: Are resources "natural"?

- Tania Murray Li. 2014. "What Is Land: Assembling a Resource for Global Investment." *Royal Geographical Society*. 39.

October 12: The Material of Resources

- READ Douglas Rogers. 2015. "Deep Oil and Deep Culture in the Russian Urals." In *Subterranean Estates: Life Worlds of Oil and Gas*. Cornell University Press.

Midterm Exam Distributed

October 14: Section Meeting:

- Mid-Term Planning and Review

Week 9: Slow Violence

October 17: Environment, Podcasts, and Activism—NOTE, THIS IS AN ASYNCHRONOUS SESSION

- LISTEN to Season 3 of *Threshold* <https://www.thresholdpodcast.org/the-refuge>. If you don't have time to listen to all of the season, listen at least to Episode 4 (part 1 and 2): <https://www.thresholdpodcast.org/the-refuge-e4>
- WATCH: A recording of the guest conversation with Amy Martin, Founder and Executive Producer of *Threshold* (<https://www.thresholdpodcast.org/>).

October 19: Rethinking Environmental Violence

- READ Rob Nixon. 2011. "Introduction." In *Slow Violence and the Environmentalism of the Poor*. Harvard.

Mid-Term Due Thursday, October 20 by 11:59pm on Canvas

October 21 Section Meeting:

- LISTEN Podcast: Annabeth Cummins, Amanda Micek, and Hayley Wood. "Govale Park: A History of Environmental Racism and Hazards.
- In Section Workshop: Developing a research idea

Week 10: More than Human Natures

October 24: Ethical Animacies

- READ: Radhika Govindrajan. 2015. "The Goat Who Died for the Family: Animal Sacrifice and Interspecies Kinship in India's Central Himalaya." *American Ethnologist*. 42(3).

October 26: What counts as Aminate? —Split Readings

- GROUP A READS Janelle Marie Baker. 2020. "Do Berries Listen? Berries as Indicators, Ancestors, and Agents in Canada's Oil Sands Region." *Ethnos*.
- GROUP B READS Robin Wall Kimmerer. 2013. "Learning the Grammar of Animacy." In *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. Penguin.
- STRONGLY RECOMMENDED, READ Tim Ingold. 2006. "Rethinking the Animate, Re-Animating Thought." *Ethnos*. 71(1).

October 28 Section Meeting:

- Workshop on Research Design
- FINAL ASSIGNMENT PREP #1: You and your group should submit and be ready to discuss an abstract for your final project that outlines what you will be conducting research on, why it is interesting, what its relevance to the class is, and how you plan to go about doing the work. NOTE—this can be submitted as late as Sunday, October 30.

Week 11: Toxic Environments

October 31: Toxicity as Environmental Racism

- READ Laura Pulido. 2016. "Flint, Environmental Racism, and Racial Capitalism." *Capitalism Socialism Nature*. 27(3).

November 2: Colonial Toxicities

- READ Nabil Ahmed. "The Toxic House." In *Forensis: The Architecture of Public Truth*.

November 4 Section Meeting:

- FINAL ASSIGNMENT PREP #2: Audio Postcard

Week 12: Environmental Hazards

November 7: What is a Hazard?

- READ Michael Watts. 1983. "The Political Economy of Climatic Hazards: A Village Perspective on Drought and Peasant Economy in a Semi-Arid Region of West Africa." *Cahiers d'Etudes Africaines*. 23.
- READ Kasia Paprocki. 2015. "Anti-Politics of Climate Change." *Himal South Asian*. 28(3).

November 9: In Praise of Hazards?

- In class lecture: "In Praise of Floods." A Lecture by James Scott

November 11 Section Meeting:

What is to be Done?

Week 13: Reframing Environmental Justice, Part 1

November 14: Rethinking Pollution

- READ Max Liboiron. 2015. "Redefining Pollution and Action: The Matter of Plastic." *Journal of Material Culture*.

November 16: Engaging Environment Movements

- READ Robert Bullard. 1990 (2018). "Dispute Resolution and Toxics: Case Studies." In *Dumping in Dixie: Race, Class, and Environmental Quality*. Westview Press.

November 18 Section Meeting:

- FINAL ASSIGNMENT PREP #3: Each group turns in a detailed plan for podcast production. This plan should outline: the components of the podcast, the narrative flow of the podcast, what kinds of evidence will be used where in the podcast, and what research remains to be done.

Week 14: Thanksgiving week—NO CLASS!

Week 15: Reframing Environmental Justice, Part 2

November 28: Decolonizing the Anthropocene

- Heather Davis and Zoe Todd. 2017. "On the Importance of a Date, or Decolonizing the Anthropocene." *Acme: An International Journal for Critical Geographies*. 16(4).
- Noel Castree et. al. 2014. "Changing the Intellectual Climate." *Nature Climate Change*. 4.

November 30: Rethinking How Research Gets Done (and to What Ends)

- READ Eve Tuck. 2009. "Suspending Damage: A Letter to Communities." *Harvard Education Review*. 79(3).

December 2 Section Meeting

Week 16: Course Conclusion

December 5: Wrapping it all up

Final Projects Due Friday, December 9 by noon

Course Policies and Procedures

Course readings and syllabus

I believe that a course and its instructor should be adaptable. This means that readings and course activities may change to suite course developments, forward fruitful discussions, or to address student interests. For this reason, the readings in this syllabus should be regarded as provisional. For any given week, the readings will be available on Canvas.

While readings may, from time to time change, the course policies and procedures listed in this syllabus will not. It is your responsibility to know them.

Reading Policy

All of the course readings for this class can be found on Canvas.

In some classes, we will spend significant time discussing particular readings. In others, we will treat them as background. In all cases, if there is something you don't understand in the material, it is your responsibility to make sure that you gain an understanding of it by asking questions and raising issues. You are expected to arrive at class ready to discuss any and all of the required course readings.

Policy on Plagiarism

I strongly believe that learning is a collaborative venture. I encourage you to study with your peers (safely and virtually), meet (again, virtually) to discuss readings with them, and, on particular assignments, to work together with them. That said, the work that you produce for this course must be your own. There are no exceptions to this rule and no legitimate excuses for violating it.

In event that you fail to acknowledge others' work or that you are caught overtly plagiarizing from online or written sources, you will receive a zero on the assignment and may be subject to disciplinary procedures. See below for the University Policy on Academic integrity.

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.

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.

Late Policy

I adhere to the following late policy on assignments:

- . Section assignments are before class the day of your section meeting. Late assignments are not accepted
- . Assignments turned in up to 12 hours late will be penalized by 1/3 of a letter grade.
- . Assignments turned in between 12 and 24 hours late will be penalized a full letter grade.
- . Assignments turned in between 24 and 48 hours late will be penalized two full letter grades.
- . Assignments more than 48 hours late will not be accepted.

Writing Policy

While this is not a writing flag course, there are assignments that will require that you write and communicate clearly.

- I have extensively detailed my policy on citation and bibliography on my website: <http://www.jasoncons.net/formatting-and-referencing-papers.html>
- I have also provided advice for student writers that is applicable not just in my courses, but in any course you are likely to take as an undergraduate: <http://www.jasoncons.net/advice-on-writing.html>

Global Cultures Flag

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

Independent Inquiry Flag

This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

Attendance Policy

Attendance at all course and section meetings is required and recorded.

You are permitted two unexplained course absences and one section absence per semester. After that, each absence will reduce your overall participation grade by 3.33% (i.e., by 1/3 of a

letter grade). If you have a legitimate reason to miss class, it is your responsibility to let me and your TA know by email before class.

Statement on Learning Success

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. 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. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

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 Preference

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 a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

I use the pronouns: he, him, his. Also, feel free to address me either as Professor Cons or Dr. Cons as you wish. Please don't call me Mr. Cons (that doctorate was a lot of work folks!).

UNIVERSITY POLICIES & RESOURCES

COVID-19, Campus, and Personal Safety

To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen 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, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

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>

Student Accommodations

Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone).
<http://ddce.utexas.edu/disability/about/>

- Please request a meeting as soon as possible to discuss any accommodations
- Please notify me as soon as possible if the material being presented in class is not accessible
- Please notify me if any of the physical space is difficult for you

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.”

This means that work you produce on assignments, tests and exams is all your own work, unless it is assigned as group work. I will make it clear for each test, exam or assignment whether collaboration is encouraged or not.

Always cite your sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear 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 Policy which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

University Resources for Students

The university has numerous resources for students to provide assistance and support for your learning, use these to help you succeed in your classes

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).

The University Writing Center

The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students’ resourcefulness and self-reliance. <http://uwc.utexas.edu/>

Counseling and Mental Health Center

The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. <http://cmhc.utexas.edu/>

Student Emergency Services

<http://deanofstudents.utexas.edu/emergency/>

ITS

Need help with technology? <http://www.utexas.edu/its/>

Libraries

Need help searching for information? <http://www.lib.utexas.edu/>

Canvas

Canvas help is available 24/7 at <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

Important Safety Information

BCAL

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.

Evacuation Information

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 an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.

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