

*Photo Credit: [#SayHerName](#)



UGS 303
“Gender, Race, Policing and Incarceration”
University of Texas at Austin
Spring 2021
(unique number 61865)

Dr. Christen A. Smith, Associate Professor
Departments of African and African Diaspora Studies and Anthropology

Class meets: TTh, 12:30pm-2:00pm via Zoom unless otherwise specified
Course mode: Hybrid/ (blended, attendance required)
Office hours: TTh 3-4:30pm
TA:

Land Acknowledgment

We 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, we 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.

COURSE DESCRIPTION

This course examines Black, Indigenous and people of color’s experiences with policing, incarceration and detention from a global perspective. The course pays particular attention to women and gender non-conforming people’s experiences with racism, sexism, gender bias, homophobia, and classism, and the ways that these “isms” affect their ability to survive everywhere around the world. We particularly discuss the ways that the state, which often heavily disciplines citizens based on their conformity and non-conformity, polices boundaries and social norms. How do the structures and policies of state policing and incarceration uniquely impact the lives of people around the world and how do gender and race shape these interactions? We will especially consider the politics of gender, racism, sexism, sexuality, classism, violence, health and survival.

Objectives: 1) To identify and analyze how issues of gender and race influence current global issues related to policing and incarceration; 2) To think critically about the history of policing and incarceration in the United States and around the world and how women and gender non-conforming individuals are particularly impacted by these institutions; 3) To consider how race, gender and sexuality shape the experience of policing and incarceration transnationally; 4) To explore the relationship between policing, incarceration, nationhood and movement (particularly migration).

Key topics: Over the past several decades, we have become increasingly aware of the unique ways state discipline is gendered. For example, the rates of women's incarceration globally, but particularly in the Americas, has grown exponentially. Black trans women and Indigenous women are more heavily policed than most any other subset of the U.S. population. The United States has the highest rates of incarceration and detention in the world, in both per capita and pure numbers, closely followed by Brazil. Texas as a state has one of the highest incarceration rates and the highest immigration detention rate in the U.S. Europe grapples with anti-immigrant biases and Canadian indigenous women live under a shadow of violence and in a constant state of precarity. We will take a close, critical look at the politics of gender, race, policing and incarceration globally from a comparative lens, with a particular emphasis on the United States. Students will learn that the line between incarceration and freedom is often much thinner than they imagine, and complex historical questions factor into the politics of who is labeled a criminal and who is not.

Required Texts

Ritchie, Andrea, *Invisible No More: Police Violence Against Black Women and Women of Color* (2017)

Recommended Texts

Alexander, Michelle, *The New Jim Crow* (10th Anniversary edition) (2020)
Davis, Angela, *Are Prisons Obsolete?* (2003)

COURSE SCHEDULE

Unit I: A History of Incarceration: Race/Gender and the United States

1/19 – Course Introduction

1/21 – Discussion: [“Black Suffering in Search of the ‘Beloved Community’: Political Imprisonment and Self Defense”](#), in *Seeking the Beloved Community*, Joy James (2013)

Slavery, Jim Crow and Carceral Logics

1/26 – Alexander, Michelle, *The New Jim Crow* (2010): Preface to the 10th anniversary edition, Introduction & Chapter 1

[The PIC is...](#) (Zine by Chicago Prison Industrial Complex Teaching Collective)

*1/28 - Davis, Angela, “Slavery, Civil Rights and Abolitionist Perspectives Toward Abolition” (2003)

Gender/Race, Punishment

2/2 –Gross, Kali, “African American Women, Mass Incarceration and the Politics of Protection”, *Journal of American History* June 2015 102 (1)

- Haley, Sarah. “Like I Was a Man: Chain Gangs, Gender and the Domestic Carceral Sphere in Jim Crow Georgia” (2013).

*Browse Mariame Kaba's (2012). ["Laura Scott, Negress. San Quentin Prisoner #23187"](#)

*2/4 – Ross, Luana "Settler Colonialism and the Legislating of Criminality" (2016)

War

2/9 – Richie, Andrea, *Invisible No More* (2017), Chapter 2

- ["Mass Incarceration: The Whole Pie 2020"](#) – Wendy Sawyer and Peter Wagner, Prison Policy Institute

*2/11 – *The New Jim Crow* – Chapter 2

Course Reflections for Unit #1 Due February 15

Unit II: Policing Gender/Race

Intersectionality

2/16 – ["Say Her Name: Resisting Police Brutality Against Black Women"](#)

Watch Documentary: ["The Killing of Breonna Taylor"](#)

Read Aja Monet's (2017) poem, "#SayHerName"

2/18 – Ritchie, Andrea, *Invisible No More* (2017), Chapter 3&5

Age & Disability

2/23 – Harris, Lashawn, "Beyond the Shooting: Eleanor Gray Bumpurs, Identity Erasure, and Family Activism Against Police Violence"(2018)

2/25 – Ritchie, Andrea, *Invisible No More* (2017), Chapter 4

Trans/Gender/Queer Policing

3/2 – CeCe McDonald (2017) [Edited by Omise'eke Tinsley], "Go Beyond Our Natural Selves: The Prison Letters of CeCe McDonald"

3/4 – Ritchie, Beth, "Queering Antiprison Work" (2005)

Mothering/Prisons

3/9– Davis, Angela, "How Gender Structures the Prison System" (2003)

- ["Prisoners of a Hard Life"](#), graphic story by *The Real Cost of Prisons Project*

3/11– Roberts, Dorothy, "Prison, Foster Care, and the Systemic Punishment of Black Mothers" (2013)

Course Reflection for Unit #2 Due March 12th

3/15-3/19 Spring Break

Unit III: Transnational Carceral Logics

Blackness, Migration Citizenship: Canada

3/23 – Maynard, Robyn, *Policing Black Lives* (2017), Chapter 5 & 6

3/25 – Dhillon, Jaskiran K. ["Indigenous Girls and the Violence of Colonial Policing"](#) (2015).

Immigration/Detention

3/29 – Speed, Shannon, "States of Violence: Indigenous women migrants in the era of neoliberal multiculturalism"

(2016)

4/1 – Hernandez Castillo, Aida “From the Multicultural State to the Penal State: Incarcerated Indigenous Women and the Criminalization of Poverty” in *Multiple InJustices* (2016)

Trafficking

4/6 – Angel-Ajani, Asale, “Domestic Enemies and Carceral Circles” (2005)

4/8 – Discussion Groups: Kina, Robbie (2005), “Through the Eyes of a Strong Black Woman Survivor of Domestic Violence: An Australian Story”

Course Reflections for Unit #3 Due April 9th

Part IV: Survival, Resistance, Abolition

Family Portraits

4/13 – Fleetwood, Nicole, “[Posing in Prison: Family Photographs, Emotional Labor, and Carceral Intimacy](#)”, Public Culture (2015) 3(77): 487-511

Decarceration

4/15 – *In class virtual tour*** of “Marking Time: Art in the Age of Mass Incarceration” MoMA (New York)

***Please make every effort to be present on this day as this tour must be shown in-class synchronously**

DeCarceration

4/20 – Gilmore, Ruth Wilson “[Is Prison Necessary?](#)” (2019)

*4/22 – Asynchronous lecture: “[Decarceration and Abolition](#)” (2020)

Abolition Organizing

4/27 – “Beyond Alternatives” in *Prison By Any Other Name: The Harmful Consequences of Popular Reforms* by Victoria Law and Maya Schenwar.

*4/29 – Asynchronous Lecture: “[On the Road with Abolition: Assessing Our Steps Along the Way](#)”, Critical Resistance. For resources and information see Critical Resistance’s [Abolish Policing](#) page

5/4 – Oral presentations

5/6 -- Oral presentations

Course Reflections for Unit #4 Due May 11TH

COURSE INFORMATION

FLAG REQUIREMENTS

This course carries two "flags," and must be taken for a letter grade in order to fulfill the flag requirements. The University describes the two flags assigned to this course as follows:

- **Cultural Diversity in the United States.** Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.
- **Writing.** Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor and TA to help you improve your writing. You will have the opportunity to revise one assignment, responding to suggestions from the instructor, TA, and your peers. You should therefore expect a substantial portion of your grade to come from your written work. (See Assignments, below, for the specific ways this class will meet the Writing flag requirement.)

CLASSROOM EXPECTATIONS

- Regular attendance in class
- Coming to class prepared to discuss the assigned material
- Thoughtful and respectful engagement in class activities
- Openness to learning about a variety of perspectives on controversial issues
- Prompt communication with the professor or TA if expectations cannot be met

SIGNATURE COURSE MISSION & COURSE ESSENTIALS

The [Signature Courses at The University of Texas at Austin](#) will connect students with distinguished faculty members in unique learning environments. By way of this rigorous intellectual experience, students will develop college-level skills in research, writing, speaking, and discussion through an approach that is interdisciplinary, collaborative, experiential and contemporary.

This course will address the Signature Course essentials in the following ways:

- **Oral Communication:** Students will develop skills in conducting informed, respectful dialogues on difficult issues. Students will also work in small teams to facilitate discussions on the course readings. Because of this course's focus on oral communication, consistent class participation is essential.
- **Writing:** Students will develop experience in writing clearly through preparing several papers. There will be an opportunity to revise one paper.
- **Information Literacy:** Students will seek out current information and perspectives on the topics considered in the readings, and learn to evaluate different kinds of sources. This [Literacy Toolkit](#) is a helpful resource. Other resources will be introduced during the course.
- **University Gems:** Students will become acquainted with the Harry Ransom Center and/or the Briscoe Center for American History through one or more online experiences. Dates TBD
- **University Lecture Series:** Students will attend and write a response paper on the University Lecture Series or a Difficult Dialogues event (to be announced).

GRADING CRITERIA AND COURSE GUIDELINES

Grade Center columns that are automatically graded, such as Tests, will be converted to this display option according to the grade mapping provided below. To enter grades in the Grade Center manually using this display option, mappings from each symbol into a percentage of points possible must be provided.

Grades Scored Between	Will Equal	Grades Manually Entered as	Will Calculate as	
97 % and 100%	A+	A+	98.5 %	
94 % and Less Than 97%	A	A	95 %	Delete Row
90 % and Less Than 94%	A-	A-	91.5 %	Delete Row
87 % and Less Than 90%	B+	B+	88.5 %	Delete Row
84 % and Less Than 87%	B	B	85 %	Delete Row
80 % and Less Than 84%	B-	B-	81.5 %	Delete Row
77 % and Less Than 80%	C+	C+	78.5 %	Delete Row
74 % and Less Than 77%	C	C	75 %	Delete Row
70 % and Less Than 74%	C-	C-	71.5 %	Delete Row
67 % and Less Than 70%	D+	D+	68.5 %	Delete Row
64 % and Less Than 67%	D	D	65 %	Delete Row
60 % and Less Than 64%	D-	D-	61.5 %	Delete Row
56 % and Less Than 60%	F	F	55 %	Delete Row

3. Submit
Click Submit to proceed. Click Cancel to quit.

Cancel Submit

Show All

How your grade in this class will be calculated:

Course Reflections (Writing Component)– 65%
 Class Participation/Attendance (Contact Points)– 25%
 Oral Presentation – 10%

Course Reflections

Your course grade will be based on your successful completion of at least two (max 4) course reflection assignments during the semester. Each assignment is worth 100 points. Your final course reflection grade will be an average of your submitted assignments. Each submission does not have to be a different type of assignment, but each submission must cover a different unit of the class and, by extension, a different set of course readings. Further instructions will be discussed in class and posted to Canvas. Please note that each unit has a specific due date for assignments relating to that unit's material. All assignments must be submitted by the due date for their respective unit. ***At least one of your reflections must go through at least one draft and peer review.**

Write a reflection essay: Conduct library research and write a reflection essay on a person, event, place or thing that symbolizes a key aspect of the history and/or contemporary reality of race, gender, policing and/or incarceration. Describe the person, event, place or thing you chose, discuss its history and its meaning using independent library research, and discuss how structures of race and gender help us to understand its relationship to the themes of the class. Cite at least four of the course readings in the essay. The narrative must be at 500-1000 words long.

Make a Zine: Pick a term or idea related to the history of incarceration in the United States that we have discussed in class, in the reading or in the media we have engaged thus far. Create a zine that explains the term to a general audience (see [The PIC is...](#) zine as an example) and discuss how structures of race and gender and inequality define it.. The narrative must be 500-750 words and you must cite at least 4 readings from the unit and include at least 3 additional references based on independent library research.

Write a Film or Book Review: Write a 750-1000 word reflection on one of the films in the instructor approved list of films and books (to be posted to Canvas). Be sure to: 1) clearly analyze the film according to the discussions that we have had in class; 2) cite at least 4 related course readings.

Create an artistic project: Create an artistic project that engages with the themes of the class. You can use any medium you like, as long as it can be submitted virtually. Your artwork should be accompanied by an essay overview of 500 words and must clearly engage with the themes of the class and cite at least 4 course readings from the unit. You must also include at least 3 additional references based on independent library research.

*All projects must have prior approval from the instructor or they will not be accepted. Some ideas include: graphic novels, short documentaries, photographic essays, blogs, informational websites, soundscapes....

Oral Presentation

Final Oral Presentations: Choose one of your projects from the class and create a 10 min oral presentation of it for your classmates. We will be presenting these on the last week of class.

Other Requirements

University Lecture Series: Students will attend and write a response paper on the University Lecture Series or a Difficult Dialogues event (to be announced, ungraded but required).

Expectations for Attendance and Participation

In this course, we will be using a **contact points** system to assess your attendance and participation. This is an alternative to traditional attendance tracking that allows for more flexibility, self-direction, and variety in the ways in which you engage with the course, your classmates, and me. At the same time, this system helps you maintain the *active* and *consistent* engagement that is necessary for truly benefiting from the course.

In this system, you will log a number of weekly “contact points.” **A contact point is a unit of engagement representing a concrete task associated with any aspect of the course**, including time spent in reading, writing, note-taking, talking, coming to class, meeting with me or other students, etc.

Examples of Contact Points:

- Attending a class meeting via Zoom (2 points)
- Posting to the class discussion board or padlet for the week (1 point, must be at least 100 words)
- Attending a synchronous or asynchronous discussion session with your learning community (2 points, must submit collective notes from meeting, at least 250 words)
- Preparing notes/questions on the reading or virtual lecture assignment (2 points, 250 words min.)
- Outlining a writing assignment (1 point)
- Drafting a writing assignment (1 point)
- Participating in a synchronous or asynchronous peer review session (1 point – must submit review)
- Attending a University Writing Center consultation (or other course-related tutoring session) (1 point)
- Revising a writing assignment (1 point)
- Completing a self-assessment or weekly reflection document (2 points, minimum 500 words)
- Post a link to an article, song, poem, etc. +your brief comments/thoughts related to the course using the course hashtag #GRPIUT (1 point)

For this 3-credit course, you will be required to log a **minimum of 5 contact points per week**. You will be responsible for logging your own contact points on [this Google sheet](#) (make a copy and share with me). You will also complete a brief **reflection** each week on what was rewarding and challenging about the past week’s learning and set a goal for the next week (e.g. “spend more time on reading” or “attend office hours”). This will help both you and me gain more insight into your learning style and preferences. I will use the insights I gain from the class collectively to continue to shape the class going forward.

Every Monday, your TA or I will review your log and “sign off” on it by inserting a comment. **As long as you log **satisfactorily** complete 5 contact points each week, submit a completed log you will receive full marks for attendance and participation!** [**Satisfactory completion will be determined by the instructor**]

Quality Participation: This course depends on close reading and engagement with the texts (readings, films, video clips, web links and information posted to Canvas), as well as active and informed participation in class discussions. You will be responsible for checking the Canvas course site and your email regularly for additional texts and announcements.

Your class participation grade will be based on meaningful participation in class discussions and assignments. Meaningful participation is taken to be analytic engagement with the texts and course themes in class discussions (both in the classroom and in virtual classroom space i.e. the Facebook discussion board), not vague commentary or generalizations. Each student is expected to come to class prepared to participate actively in class discussions each week. This includes but is not limited to doing the assigned reading and preparing thoughtful questions to share with the class. You are expected to come to class prepared to discuss the readings.

Those students who take the initiative to engage critically with the readings and themes of the class and actively participate in class discussions by sharing their ideas and thoughts openly and respectfully will benefit most from this class. Those who do not participate in class discussions unless called upon will not get the full benefit of the class. *Always be prepared to speak when you are called upon*. There is a rubric that will be available via the class Canvas website that provides more detailed information regarding expectations for class engagement.

OTHER IMPORTANT POLICIES AND INFORMATION RELATED TO THIS CLASS

COVID-19 Updates:

“Keep Learning” Resources

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here:

<https://onestop.utexas.edu/keep-learning/>

Zoom Etiquette

- Dress professionally for class and conference sessions.
- Be mindful of your surroundings when on camera. We want to make sure we avoid as much distraction as possible.
- Mute yourself unless you are speaking. This will cut down on background noise and limit any distractions.
- Use the “raise hand” button to indicate a desire to speak.
- Use the chat only to initiate or participate in classroom-related discussions.
- Turn off your camera if you are leaving the meeting temporarily.
- If the video or audio is choppy, try turning off your video. Please always use reliable private or enterprise WiFi.

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.

Communicating with the Professor and TA

It is important that you remain in good communication with the instructor and teaching assistant. Please attend office hours at least once during the semester. It is important to inform us personally or by Canvas email if illness, an emergency, a disability, or an unavoidable conflict is affecting your work in this course. Remember that professors and TAs appreciate respectful forms of address (i.e., “Dear Professor, Dear Dr. Smith, or Dear First Name Last Name).

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

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). 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 gender 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.

Academic Integrity

Each student in this course is expected to abide by the University of Texas Honor Code:

The core values of The University of Texas at Austin are **learning, discovery, freedom, leadership, individual opportunity, and responsibility**. Each member of the university is expected to uphold these values through **integrity, honesty, trust, fairness, and respect toward peers and community**.

Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. ***This course strictly adheres to a no tolerance policy regarding plagiarism. If you are found to have plagiarized your work you will receive a 0 for that assignment and possibly a failing grade for the course.*** If you are You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address:
<https://deanofstudents.utexas.edu/conduct/standardsconduct.php>

Q Drop Policy

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

University E-mail

It is your responsibility to keep the University informed as to changes in your e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily.

UNIVERSITY RESOURCES FOR STUDENTS

COVID-19 Update: You are encouraged to stay up-to-date on the latest news as related to the student experience.
<https://coronavirus.utexas.edu/students>

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. For more information, visit <http://ddce.utexas.edu/disability/about/>.

Counseling and Mental Health Center

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

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

support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.. <http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc>.

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

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

Instructional Technology Services: <http://www.utexas.edu/its/>

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

BeVocal

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

IMPORTANT SAFETY INFORMATION

Behavior Concerns Advice Line

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.

Title IX Reporting

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

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](https://titleix.utexas.edu/relevant-policies/) (<https://titleix.utexas.edu/relevant-policies/>).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, 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. **I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one.** Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you 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. 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 Senate Bill 212, **TAs and RAs are 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 Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.