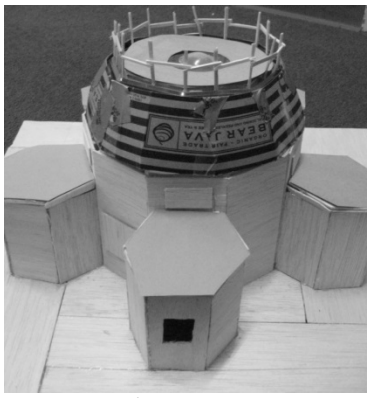
ANT 324L

INDIGENOUS NATURECULTURES

TTh 12:30-1:45, CLA 0.106

Young Man's First Sheep Hunt
Kluane First Nation



UC-Berkeley/Pinoleville Pomo Nation
Co-designed home ("Low fidelity" version)

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Office hours: Tuesdays 2:30-3:30, Wednesdays 4:00-5:00 (sign-up sheet on door)

COURSE DESCRIPTION & OBJECTIVES

This upper-division undergraduate course examines contemporary indigenous knowledges and practices about "nature" and "culture." Indigenous knowledges and practices often don't fit well within the taken-for-granted Western categories of "nature" vs. "culture," "science" vs. "religion," "human" vs. "animal," or "animate" vs. "inanimate." Are indigenous peoples wrong, or somehow less advanced than the West in constructing their knowledge of the world with fewer, more fluid or different categories? And sometimes with methods that don't look quite like science? Is "indigenous knowledge" better than Western science, an older and therefore less advanced form of science, science mixed with religion, or not science at all? And when indigenous peoples do use what we understand as proper Western science what happens when they entangle it with culture or religion? What does that do to the science and to indigenous tradition? Course readings come from anthropology, indigenous studies, environmental studies, geography, philosophy, religious studies, and (feminist) science and technology studies. This course will feature several films and guest speakers (sometimes on Skype). We will also take up applied environmental science, natural resource management, and policy readings from Native American and other indigenous communities. A foundational ethic of this course is that students who seek to understand indigenous life (and simultaneously strengthen their ability to critically analyze dominant knowledge categories and scientific practices) should learn to move among the cultures of the social sciences, natural sciences, humanities, and applied fields (i.e. policy or planning literatures). Indigenous communities bring all of these approaches into conversation when they engage with "environment" or "nature." This is part of their/our strategy to survive and flourish in the 21st century.

Why theory? In Indigenous Naturecultures you'll encounter new concepts and terms that will be difficult for you. Learning new theories is like learning a new language. I take care to relate theoretical terms and ideas to actual environmental and cultural practices in various communities, including in communities of scientists. I choose readings, guest speakers, and films carefully to do just that. However, know that some of the concepts will be counter-intuitive and difficult at first to grasp. The key thing to remember is that you are not only learning new terms and concepts in this course, but you are learning to think in more complex terms about the world. No matter where you go or what you end up doing for work in the future, learning to see the world as more complex than you imagined is something that will serve you well.

REQUIRED TEXTS AND E-READER

The following titles are required and are in stock at the University of Texas Co-op Bookstore. These titles as well as all films shown in class will also be on-reserve under our course number at the Perry-Castañeda Library (PCL) at the University of Texas Library system. **However, I highly recommend you purchase these three titles, either in hard copy or for your e-reader. You will be severely hampered in class if you do not have the books with you on the days we discuss**:

1. **Paul Nadasdy**. *Hunters and Bureaucrats: Power, Knowledge, and Aboriginal-State Relations in the Southwest Yukon.* Vancouver and Toronto: UBC Press, 2003. **PCL Reserves- E 78 Y8 N32 2003**
2. **Roberto González.** *Zapotec Science: Farming and Food in the Northern Sierra of Oaxaca.* Austin: University of Texas Press, 2001. ***This is a 3-5 day print on demand text from the publisher. You can order through the bookstore.*** **PCL Reserves- F 1221 Z3 G66 2001**
3. **Deborah Bird Rose.** *Wild Dog Dreaming: Love and Extinction.* Charlottesville: University of Virginia Press, 2011. **PCL Reserves—QL 795 D5 R67 2011**

We will also read published journal articles that can be linked to from the Canvas site, https://utexas.instructure.com/courses. Our class site is under the INDIGENOUS NATURECULTURES ANT 324L link. Please bring hard copies of the readings to class for discussion. URLs for websites are also noted on this syllabus. **Note: while you are allowed e-readers you cannot use laptops in class.**

COURSE OUTLINE

T Jan 14: Course Overview & Introductory Discussion

Discussion: What is your background in indigenous studies? In environmental or natural resource topics? What are your educational goals and how might this course fit into those?

TH Jan 16: Foundational Theory I: Social Construction

Ian Hacking. Chapter 1: Why Ask What? In *The Social Construction of What?* Cambridge, MA and London: Harvard University Press, 1999: 1-34.

Instructor note: *We will work through examples of phenomena that are socially constructed.*

T Jan 21: Foundational Theory II: Accounting for Materiality
Susan Heckman. Constructing the Ballast: An Ontology for Feminism. In *Material Feminisms*. Edited by Stacy Alaimo and Susan Hekman. Bloomington & Indianapolis: Indiana University Press, 2008: 85-119.
Instructor note: *You can't tell by the title, but this chapter is an important background piece for explaining the different literatures and approaches of this class.*

TH Jan 23: Foundational Theory III: Co-Production (of Nature and Culture)
Sheila Jasanoff. The Idiom of Co-production. In *States of Knowledge: The Co-Production of Science and Social Order*. Edited by Sheila Jasanoff. London and New York: Routledge, 2004: 1-6 (read up to "Essays in co-production").
Instructor note: *The reading is short but co-production is a counter-intuitive framework for most students. Spend some time with it. If you read too quickly you will grasp very little. Co-production can be seen as a more nuanced constructionist approach, although Hacking already tried to give us a more nuanced than usual approach to social constructionism himself. In class today, we will work through examples of the co-production of nature and culture.*

T Jan 28: Using Concepts of Race to Make "Native American DNA," Using DNA to Make Native American Tribes: Co-Production Applied
Kim TallBear. The Emergence, Politics, and Marketplace of Native American DNA. Forthcoming in *Handbook of Science, Technology, and Society,* eds. Daniel Kleinman and Kelly Moore London: Routledge, 2014: 1-23.

TH Jan 30: Human-Nonhuman Relations: Hunters and Prey I
Paul Nadasdy. Intro and Ch 1 (pp. 1-59) of *Hunters and Bureaucrats: Power, Knowledge, and Aboriginal-State Relations in the Southwest Yukon.* Vancouver and Toronto: UBC Press, 2003.
Short paper #1 instructions handed out

T Feb 4: Human-Nonhuman Relations: Hunters and Prey II
Paul Nadasdy. Ch 2 (pp. 60-113) of *Hunters and Bureaucrats.*

TH Feb 6: Human-Nonhuman Relations: Hunters and Prey III
Paul Nadasdy. Ch 3 and 4 (pp. 114-180) of *Hunters and Bureaucrats.*

T Feb 11: Human-Nonhuman Relations: Hunters and Prey IV
Paul Nadasdy. Ch 5, 6, and conclusion (pp. 181-270) of *Hunters and Bureaucrats.*

TH Feb 13: Catch up day/Wrap-up of Hunters and Prey
Finish reading *Hunters and Bureaucrats* if you are behind.

T Feb 18: Human-Nonhuman Relations: Japanese Fisherman and Dolphins
NO READING TODAY
In-class Film: *The Cove* by Louie Psihoyos, 2009 (91 min). Class will begin promptly.

Film viewing questions will be handed out in class. Download questions from Canvas if you watch the film outside of class. Bring them to the next class for discussion.
Professor TallBear is out of the country today. A colleague will screen the film for you. It will take the full 90 minutes of class so please be on time. (On reserve @ FAL DVD 8780 c.2)
***Paper #1 DUE by e-mail @ 11.59 p.m. to kim.tallbear@austin.utexas.edu* (50 pts.)**

TH Feb 20: What/Who Do We Make Killable?
1. Donna Haraway. Ch—3 (pp. 69-93): Sharing Suffering: Instrumental Relations between Laboratory Animals and Their People. In *When Species Meet.* Minneapolis: University of Minnesota Press, 2007.
2. Clint Carroll. Minnesota Wolf Policy Should Include Ojibwe Values. *StarTribune*. Minneapolis, MN, March 13, 2013.
http://www.startribune.com/opinion/commentaries/197677461.html#z453VIe3gBSsHePZ.01.

T Feb 25: Foundational Theory IV: Articulation Theory
James Clifford. Indigenous Articulations. *The Contemporary Pacific* 13(2) (Fall 2011): 468-490.

TH Feb 27: Foundational Theory V: Feminist Objectivity
1. Donna Haraway, excerpt from "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." In *Feminist Studies* 14(3) (Autumn 1988). READ PAGES 581-583 (END OF FIRST PARAGRAPH ON 583).
2. Sandra Harding, excerpt from "'Strong Objectivity': A Response to the New Objectivity Question." *Synthese* 104 (1995). READ PAGES 334-336 ("3. Weak Objectivity…" up to "Neutrality: From Solution to Problem; READ PAGES 341-344 ("4. Standpoint Approaches..." up to *No Essential Woman's Life.*)

Instructor note: *I have assigned very short excerpts of these difficult readings.* ***Read carefully.*** *These are foundational articles in feminist science studies that challenge standard notions of "objectivity" that define it as neutrality. Hint: think beyond the "objective/subjective" or "neutral/bias" divide. We will try not to use those words but learn to think in other terms.*

---FRIDAY, FEB 28 @ 9 a.m. MIDTERM POSTED TO CANVAS---

Instructor note: *Do not underestimate the difficulty or time required to complete this midterm, especially if you have not kept current with your reading. The time and effort required will be comparable to doing a difficult problem set in a math or science class—perhaps two full weekend days (9-5). If you've kept completely current, you should be able to write the exam and write it well in 6 hours or less.*

T Mar 4: Indigenous Knowledge & Science I
NO READING & Introductory Lecture to Indigenous Knowledge & Science
***HARD COPY Take-home midterm DUE* AT BEGINNING OF CLASS (125 pts.)**

TH Mar 6: Indigenous Knowledge & Science II
Arun Agrawal. "Dismantling the Divide Between Indigenous and Scientific Knowledge," *Development and Change* 26(1995): 413-439.

T Mar 11 – TH Mar 13 SPRING BREAK!

T Mar 18: Indigenous Knowledge & Science III
1. Helen Watson-Verran and David Turnbull. "Science and Other Indigenous Knowledge Systems." In S. Jasanoff et. al. (eds.), *Handbook of Science and Technology Studies*. Thousand Oaks and London: Sage Publications, 1995: 115-139.
2. Vine Deloria, Jr. "American Indian Metaphysics." In V. Deloria, Jr. and D. R. Wildcat, (eds.), *Power and Place: Indian Education in America.* Golden, CO: Fulcrum Publishing, 2001: 1-6.

TH Mar 20: Indigenous Knowledge & Science IV
Roberto González. Ch 1-2 (pp. 1-69) of *Zapotec Science: Farming and Food in the Northern Sierra of Oaxaca.* Austin: University of Texas Press, 2001.

T Mar 25: Indigenous Knowledge & Science V
Roberto González. Ch 3-4 (pp. 71-129) of *Zapotec Science*.

TH Mar 27: Indigenous Knowledge & Science VI
Roberto González. Ch 5-6 (pp. 130-194) of *Zapotec Science*.

T Apr 1: Indigenous Knowledge & Science VII
Roberto González. Ch 7-8 (pp. 195-262) of *Zapotec Science*.
Paper #2 instructions handed out

TH Apr 3: The San Francisco Peaks: Recreation, Revenues, Science, and Sacredness
1. Read the Web site, http://protectthepeaks.org/, including "Recent News" links found on the "About" page, http://protectthepeaks.org/about/. There are ten links but most are quite short. Read as much as you can.
2. Navajo Nation Office of the President & Vice President. "Navajo President Joe Shirley, Jr. Issues Statement on Sanctity of the San Francisco Peaks to Navajos." September 2, 2010.
3. David Delgado Shorter. "Spirituality."
4. Vine Deloria, Jr. "Sacred Places and Moral Responsibility." In Vine Deloria, Jr. *God is Red: A Native View of Religion.* Golden, CO: Fulcrum Publishing, 2003 [1973]: 271-285.

In-class Film: *The Snowbowl Effect* by Klee Benally, 2005 (56 min). Video is also available (but much lower quality) if you'd like to watch it again at http://www.indigenousaction.org/the-snowbowl-effect-now-streaming-documentary-on-arizona-snowbowls-expansion-desecration-of-san-francisco-peaks/.
Instead of the usual identification answer this question instead (3 pts) (turn in NEXT class after you see the film): Briefly explain the four types of sacred lands explained in the article. Which kind is the San Francisco Peaks? Why?
In-class viewing questions: Please jot down notes as answers to these questions while viewing the film. Bring them to class Thursday for discussion.

T Apr 8: Environmentally & Culturally Sustainable Housing: Feminist Objectivity Applied
D. Edmunds, R. Shelby, A. James, M. Baker, Y. Perez, and K. Tallbear. "Tribal Housing, Co-Design & Cultural Sovereignty." *Science, Technology & Human Values.* Published online before print June 25, 2013, doi: 10.1177/0162243913490812: 1-28.
Skype guest lecture: David S. Edmunds, University of Virginia Global Development Studies Program and Ryan Shelby, Community Assessment of Renewable Energy and Sustainability (CARES)

TH Apr 10: Human-Nonhuman Relations: Crows

1. James Gorman. "Animal Studies Cross Campus to Lecture Hall." *The New York Times*. Science Section. January 2, 2012. http://www.nytimes.com/2012/01/03/science/animal-studies-move-from-the-lab-to-the-lecture-hall.html?pagewanted=1&_r=2&hpw.
2. Thom van Dooren. Spectral Crows in Hawai'i: Conservation in Haunted Landscapes. In *Extinction Studies: Stories of Time, Death, and Generations.* Eds. Deborah Bird Rose, Matthew Chrulew, and Thom van Dooren. Forthcoming.

T Apr 15: Human-Nonhuman Relations: Sharks and Pigs
Jonathan Goldberg-Hiller and Noenoe Silva. "Sharks and Pigs: Animating Hawaiian Sovereignty against the Anthropological Machine." *The South Atlantic Quarterly* 2 (Spring 2011): 429-446.
Instructor note: *The Goldberg-Hiller and Silva article explores Native Hawaiian pre-contact ways of "organizing access to land and see [that] promoted a local political economy" and asks what are the lessons for a contemporary decolonized natural resource management*

TH Apr 17: Indigenous vs. Western Ways of Knowing (Part 1)
Deborah Bird Rose. Ch 1-3 (pp. 1-41) of *Wild Dog Dreaming: Love and Extinction.* Charlottesville: University of Virginia Press, 2011.

T Apr 22: Indigenous vs. Western Ways of Knowing (Part 2)
Deborah Bird Rose. Ch. 4-8 (pp. 42-95) of *Wild Dog Dreaming*.

TH Apr 24: Catch-up Day! Professor TallBear at National Science Foundation meeting
***Paper #2 DUE by e-mail @ 11.59 p.m. to kim.tallbear@austin.utexas.edu* (75 pts.)**

T Apr 29: Indigenous vs. Western Ways of Knowing (Part 3)
Deborah Bird Rose. Ch. 9-12 (pp. 97-146) of *Wild Dog Dreaming*.

TH May 1: Course Wrap-up and Evaluation
Concluding lecture and review of key concepts and terms.

May 7-13 FINALS
Your **final take-home exam** will be posted to Canvas by **Wed May, 7 at 9 a.m.** I will set up a discussion forum on Canvas as a form of virtual proctoring of the exam. I will be on-line to

proctor the exam (i.e. answer questions and provide clarifications) only on Wed, May 7 from 9-5 and Thursday, May 8 from 9-12. After that I will respond to questions on the discussion form as I am able, at least once per day. But your most timely reponses will come during those set proctoring hours. So you will want to read the exam at this time and post any questions early to ensure the timeliest response. Good luck!

T May 13 4 pm: HARD COPY Take-home final exam DUE in my mailbox, Anthropology office SAC 4th floor

E-READER, CANVAS, AND RESERVES

All readings are also available on our course Canvas site, https://utexas.instructure.com/courses. Our class site is under your "INDIGENOUS NATURECULTURES ANT 324L" link. For those of you new to Canvas you will need your UT EID and password to log in. Please always have your readings with you as we sometimes do work in class that requires close reading of text. The instructor will also use Canvas to post the syllabus, lecture notes, writing assignments, midterm and final review sheets, key terms lists, grades, and class announcements, including unforeseen class cancellations and important changes to the syllabus. In the rare event of an unforeseen class cancellation and for your own convenience, you should check Canvas a couple of hours before each class meeting. **Films** are also available on reserve (one copy only for most) for those of you who miss one in class.

GRADING CRITERIA & ASSIGNMENTS: 500 points total

1. PARTICIPATION: ATTENDANCE AND READING "IDENTIFICATIONS"

Your participation grade will be based both on attendance and on your submission of "identifications" for each class period's reading. If there is no reading, no identification is due. For each reading you are required to submit in hard copy when you come to class (not by email) your reading identification. **An identification is defined as:** a term, place, person (or class of person), or other specific subject that reflects one of the most important ideas in that day's reading. Name the identification, and give a short description of your identification and its importance. It will take us a few weeks to get the hang of this so I'll go easy on grading you the first couple of weeks on these. Your written identification can be as short as a sentence, but try not to go over one paragraph. The point of this assignment is not to produce a written masterpiece but rather a coherent term or idea that will help build a list of main concepts that will form the basis of your final exam.

- **In-class attendance**. There are 26 classes after the introductory class and the *Cove* film day when Professor TallBear is out of town. *The Cove* is on reserve and widely available. You can choose not to attend class that day as well. Beyond that optional day, you're allowed two unexcused absences. Use them only in the case of an emergency. I will deduct points for any more, whatever the circumstance unless you have an excused absence for a religious/holy day, or a doctor's note. If you do not use your two absences, you will receive those attendance points as extra credit. **24 classes x 2 pts per class = 48 pts.**
- **23 identifications x 3 pts = 69 pts + 8 pts (SF Peaks) = 77 possible pts.**

Remember: if you need to take more than two unexcused absences, you can still turn in your identification (by email) BY THE TIME CLASS STARTS ON THE DAY YOU MISS and be eligible for full credit on the I.D. Missing class only costs you the attendance points. If you do not take your unexcused absences, you get those points as extra credit.

125 points (25*% of grade).*

2. 2 PAPERS, ONE SHORT (approx. 2500 words/ 5 pages) AND ONE MID-LENGTH (approx. 3500 words/7-8 pages): Without approved late submission (approved on case-by-case basis), the professor will accept late papers (downgraded 10%) only until the beginning of the *next* class meeting. **1st paper = 50 points; 2nd paper = 75 pts. Total: 125 points (25*% of grade*).**
3. TAKE-HOME MID-TERM EXAM **@ 125 points (25% of grade)**
4. TAKE-HOME FINAL EXAM **@ 125 points (25*% of grade)***

Re-grading Policy: The professor grades student assignments with great care. In the rare event that you believe that an assignment has been graded incorrectly, first meet with Professor TallBear as soon as possible for grading clarification. After that if you would still like a re-grade, you may submit a written request for the re-grade to Professor TallBear. This should be done within one week of when the graded exam or assignment was returned. The written request should include an explanation of why you dispute the grade and should be attached to the graded exam or assignment. **Important Note:** If you dispute your grade, a very thorough re-grade with detailed explanations of points awarded will occur, however you must accept the re-grade even if it is lower. You cannot choose the better grade. If you suspect a simple addition error was made, speak to the professor to have the error corrected.

The final grade for the course will be reflected with a letter:

A = 97-93	B+ = 89-87	C+ = 79-77	D+ = 69-67	F 59-0
A- = 92-90	B = 86-83	C = 76-73	D = 66–63	
	B- = 82-80	C-= 72-70	D- = 62-60	

Please note: A = excellent; B = good; C = fair, D = barely passing, and F = failure.
Incompletes: Are given in rare circumstances, e.g. for serious illness or family emergency.

Writing: Coherent writing and argument in papers and exams is essential to success in this class. If you cannot write your thoughts coherently, the professor cannot be sure you understand the subject. As such, students are encouraged to seek extra help from tutoring and writing services available on campus. For information about the UT Undergraduate Writing Center services see http://uwc.utexas.edu/.

The University of Texas Honor Code, which each student is expected to abide by, can be found at http://deanofstudents.utexas.edu/sjs/spot_honorcode.php. Also see the **University of Texas definition of plagiarism** at http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism. In short:

> *the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including, words, ideas, illustrations,*

structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit.

Any cheating or plagiarism will be reported to the Dean of Students. Allowable sanctions include, failing grade of assignment, course, and/or expulsion or suspension from the university. If you are unsure what constitutes an adequate citation, consult with me before turning in your paper.

ROLE OF PROFESSOR AND STUDENTS

Professor TallBear will prepare lectures, in-class exercises, and exams. The professor will also provide extra support in office hours or help the student find extra support, if needed, for reading comprehension and writing difficulties. She will make every effort to grade assignments and exams in a thoughtful and timely manner. She will strive to make the classroom and office hours congenial spaces for discussion and debate.

Students are responsible for:

- Attending class regularly and participating. Not only do you earn participation points by attending class and participating actively, but attending class improves overall comprehension of material and will improve your overall comprehension and therefore your attainment of points on papers and exams.
- Arriving on time and staying for the full class period. Late arrivals and early departures distract others. This is why I enforce an on-time policy and ask you not to enter the room after 12:35, about the time I'll finish announcements. I will put a sign on the door indicating that it is too late to enter. Early departures like regular participation will be noticed and if unexcused will affect your participation grade. Because this is a smaller class, I will take attendance. Missing class corresponds with poorer grades, but that is your choice to make.
- Coming to class prepared to participate. LAPTOPS ARE NOT ALLOWED. I do not want to monitor the inevitable extra-curricular surfing, which is distracting to your classmates and feels disrespectful to me (call me old school). You are therefore responsible for printing readings and bringing them to class for discussion. We will often do close readings of difficult concepts in class. I also encourage you to participate actively rather than taking too detailed notes.
- Completing readings, reading assignments, and papers by the due date. Discussion is compromised if you do not read. 10% of points will be automatically deducted from papers turned in late. If you have an emergency and cannot make it to class, you will lose the attendance points that day, but you may still submit your reading identification. However it MUST BE SUBMITTED TO THE PROFESSOR BY E-MAIL BY THE START OF CLASS.
- Meeting with the professor in office hours if you have problems comprehending the material or other difficulties: Students benefit substantially by attending office hours. It's a good way to get extra help with difficult material or to ask questions that you might be uncomfortable asking in class. Office hours offer a more private space to share concerns and to get feedback.
- Interacting in good faith with your professor and fellow students. This does not mean that we never disagree or not get passionate about ideas to which we are committed, but we do

not treat each other harshly and we allow others to get a word in. It means addressing specific points, ideas, and readings when you disagree. "Good faith" interactions also include speaking when you have a perspective that has not been voiced, or is under-represented in class. Being quiet about your disagreements does not help your learning, nor does it help ours. Students who consistently do not speak may be called upon. This is not a form of penalty. It is part of your learning and your preparation for post-university success.

- PLEASE TURN OFF CELL PHONES and other electronics (except for electronic dictionaries).

MISC. ADMINISTRATIVE DETAILS

Students with Disabilities: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, assignments, and/or testing, please contact and register with the UT Services for Students with Disabilities office. Telephone: 512-471-6259; E-mail: ssd@austin.utexas.edu; Physical address: 1 University Station, A4100.

Religious Holidays/Holy Days/Ceremonies: According to UT policy, you should notify the professor of any pending absences at least fourteen days prior to the date of observance of a religious, holy day (or ceremony). If you must miss a class, exam, or assignment 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.

Emergency Evacuation Policy: Occupants of UT buildings are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of these evacuation policies: 1) Familiarize yourself with exits to the classroom and building. The nearest exit may not be the one you used when you entered the building; 2) If you require assistance to evacuate, inform the instructor in writing during the first week of class; 3) In the event of an evacuation, follow the instructor's directions; 4) Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Behavior Concerns Advice Line (Bcal): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

ACKNOWLEDGEMENTS

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