

# Identity in Society and Community

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**Virtual Office Hours:** Please e-mail us with any questions, we will be happy to set up remote chats if needed

**Course Meeting Times:** September 8 & 9; October 6, 7, 27, & 28; November 17 & 18; December 8 & 9: 1-5 pm

**Course Meeting Location:** UTA 1.504 (<https://www.ischool.utexas.edu/about/location>)

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## I. Reading List

See Course Schedule below.

## II. Course Aims and Objectives:

### Aims:

*In this class, we will examine how identity is socially and culturally variable and fluid, changing throughout history and differing from place to place. Our goal is to understand how differences over time and across contexts inform individual, organizational, and social understandings and practices of identity. To accomplish this, we will examine the ideas, assumptions, beliefs and attitudes that constitute identity in 21<sup>st</sup> century America in depth, in particular focusing on ideas and issues of privacy and surveillance and its relation to “the public” and various stakeholder groups. We will consider socialization into psychological and sociocultural dimensions of identity across the lifespan, including how and why potentially “flawed” identities develop. We will consider various ideal types of identities and will explore how people with certain identities may be included or excluded in “normal” guarantees of privacy.*

### Specific Learning Objectives:

By the end of this course, students will be able to:

- Define identity as a socio-cultural construct
- Understand the role of identity at various levels of scale
- Understand the culturally-specific dimensions of identity, including ethnic and gender identities
- Recognize ways in which values and concepts related to identity are changing
- Understand connections between practical and philosophical dimensions of identity
- Take values into consideration when designing technologies and services to protect identity

### III. Course Schedule:

Class Meeting	Instructor, Main Topic, and Subtopics	Readings	Assignments
#1 September 8	<b>Instructor: Ken Fleischmann</b> <b>Topic: Identity as a Socio-Cultural Construct</b> <ul style="list-style-type: none"> <li>• Course Introduction and Syllabus</li> <li>• Definitions of Identity</li> <li>• Identity Indicators, &amp; Impressions</li> <li>• Objective, Subjective, &amp; Intersubjective Constructions of Identity</li> </ul>	N/A	Pre: Review Syllabus  Post: None
#2 September 9	<b>Instructor: Ken Fleischmann</b> <b>Topic: Identity at Various Levels of Scale</b> <ul style="list-style-type: none"> <li>• Identity and Individuals</li> <li>• Identity and Groups</li> <li>• Identity and Society</li> <li>• Identity and ICTs</li> </ul>	Donath, J. (2014). Constructing identity. In J. Donath, <i>The social machine: Designs for living online</i> (pp. 223-244). MIT Press. Howard, J. A. (2000). Social psychology of identities. <i>Annual review of sociology</i> , 367-393.	Pre: Readings  Post: Reflection Essay #2 (due September 16)
#3 October 6	<b>Instructor: Ken. Fleischmann</b> <b>Topic: Identity and Culture</b> <ul style="list-style-type: none"> <li>• Identity as a Cultural Construct</li> <li>• Identity and Ethnicity</li> <li>• Identity and Gender</li> <li>• Implications of Identity for Culture</li> </ul>	boyd, d. (2014). Identity: Why do teens seem strange online? In d. boyd, <i>It's complicated</i> (pp. 29-53). New Haven, CT: Yale University Press. Castells, M. (2010). Communal heavens: Identity and meaning in the network society. In M. Castells, <i>The power of identity (2<sup>nd</sup> Ed.)</i> (pp. 5-70). Malden, MA: Wiley-Blackwell. Magnet, S. A. (2011). Biometric failure. In S. A. Magnet, <i>When Biometrics fail: Gender, race, and the technology of identity</i> (pp. 12-50). Durham, NC: Duke University Press. Turkle, S. (1995). Identity crisis. In S. Turkle, <i>Life on the screen: Identity in the age of the internet</i> (pp. 255-269). New York: Simon & Schuster.	Pre: Readings, Discussion Questions #3 (due October 2)  Post: Reflection Essay #3 (due October 14)
#4 October 7	<b>Instructor: Ken. Fleischmann</b> <b>Topic: Value-Sensitive Design for Identity</b> <ul style="list-style-type: none"> <li>• Defining and Measuring Human Values</li> <li>• Values, National Culture, and Socio-Economic Status</li> <li>• Value-Sensitive Design</li> <li>• Human Values with Ethical Import</li> </ul>	Friedman, B., Lin, P., & Miller, J. K. (2005). Informed consent by design. In L. Cranor & S. Garfinkel (Eds.), <i>Designing secure systems that people can use</i> (pp. 495-521). Cambridge, MA: O'Reilly and Associates. Hitlin, S. (2003). Values as the core of personal identity: Drawing links between two theories of self. <i>Social Psychology Quarterly</i> , 66, 118-137. Knafo, A., & Schwartz, S. H. (2004). Identity formation and parent-child value congruence in adolescence. <i>British Journal of Developmental Psychology</i> , 22, 439-458. Nissenbaum, H. F. (2010). Locating the value in privacy. In H. F. Nissenbaum, <i>Privacy in context: Technology, policy, and the integrity of social life</i> (pp. 67-88).	Pre: Readings, Discussion Questions #4 (due October 2)  Post: Reflection Essay #4 (due October 14)

<p>#5 October 27</p>	<p><b>Instructor: Diane Bailey</b> <b>Topic: Socialization into Identity</b></p> <ul style="list-style-type: none"> <li>• <i>Identities, Roles, and Internalized Expectations</i></li> <li>• <i>Theories and Models of Socialization</i></li> <li>• <i>Socializing Institutions</i></li> <li>• <i>Normative Identity Behavior by Traits and Settings</i></li> </ul>	<p><b>Choose One of These Two Options:</b> Green, J. (2004). <i>Becoming a visible man</i>. Nashville, TN: Vanderbilt University Press. <b>OR</b> Venkatesh, S. A. (2008). <i>Gang leader for a day: A rogue sociologist takes to the streets</i>. New York: Penguin.</p>	<p>Pre: Readings (note: choose, order, &amp; read one book)  Post: Reflection Essay #5 (due November 4)</p>
<p>#6 October 28</p>	<p><b>Instructor: Diane Bailey</b> <b>Topic: Identity under Shifting Realities</b></p> <ul style="list-style-type: none"> <li>• Altered Organization-Employee Social Contract</li> <li>• Rise of Outsourcing, Offshoring, and Downsizing</li> <li>• Remote Work, Global Work, and Identity</li> <li>• Changes in Governments, Economies, and Discourses</li> </ul>	<p>Ailon-Souday, G., &amp; Kunda, G. (2003). The local selves of global workers: The social construction of national identity in the face of organizational globalization. <i>Organization Studies</i>, 24(7), 1073-1096.  Leitz, L. (2011). Oppositional identities: The military peace movement's challenge to pro-Iraq War frames. <i>Social Problems</i>, 58(2), 235-256.  Levina, N., &amp; Kane, A. A. (2009). Immigrant managers as boundary spanners on offshored software development projects: partners or bosses? In <i>Proceedings of the 2009 International Workshop on Intercultural Collaboration</i> (pp. 61-70). ACM.  Murshed, S. M., &amp; Pavan, S. (2011). Identity and Islamic radicalization in Western Europe. <i>Civil Wars</i>, 13(3), 259-279.</p>	<p>Pre: Readings  Post: Reflection Essay #6 (due November 4)</p>
<p>#7 November 17</p>	<p><b>Instructor: Paul Adams</b> <b>Topic: Place, Mobility, and Identity</b></p> <ul style="list-style-type: none"> <li>• Public Spaces/Private Places</li> <li>• Mobile Bodies and Social Stigma</li> <li>• Mobility and Digital Identity</li> </ul>	<p>Cresswell, T. (2001). Making up the tramp: Towards a critical geosophy. In P. Adams, S. Hoelscher and K. Till, eds. <i>Textures of Place: Exploring Humanist Geographies</i> pp.167-185. Minneapolis: University of Minnesota Press.  Royer, D., Deuker, A, and Rannenberg, K. (2009). Mobility and Identity. In <i>The Future of Identity in the Information Society</i>, pp.195-242. Dordrecht: Springer.  Warner, M. (2005). Chapter One: Public and Private. In <i>Publics and Counterpublics</i>, pp.21-64. Zone Books</p>	<p>Pre: Readings, Discussion Questions #7 (due November 13)  Post: Reflection Essay #7 (due November 25)</p>
<p>#8 November 18</p>	<p><b>Instructor: Paul Adams</b> <b>Topic: Surveillance and Tracking</b></p> <ul style="list-style-type: none"> <li>• Social Surveillance</li> <li>• Beyond Privacy</li> <li>• Panopticons Old and New</li> <li>• Digital Tracking</li> </ul>	<p>Andrejevic, M. (2007). Introduction, In <i>iSpy: Surveillance and Power in the Interactive Era</i>, pp 1-21. Lawrence: University Press of Kansas.  de Montjoye, Y.-A., Hidalgo, C. A., Verleysen, M., and Blondel, V. D. (2013). Unique in the Crowd: The privacy bounds of human mobility. <i>Scientific reports</i> 3.  Dobson, J. E., &amp; Fisher, P. F. (2007). The panopticon's changing geography. <i>Geographical Review</i>, 97(3), 307-323.</p>	<p>Pre: Readings, Discussion Questions #8 (due November 13)  Post: Reflection Essay #8 (due November 25)</p>

		Marwick, A. (2012). The public domain: Surveillance in everyday life. <i>Surveillance &amp; Society</i> , 9(4), 378-393.	
#9 December 8	<b>Instructor: Brenda Berkelaar</b> <b>Topic: <i>Making Sense of Identity and Reputation</i></b> <ul style="list-style-type: none"> <li>Self Reflection: Self-Assessment, Self-Enhancement, Essential, Crystallized, Possible, and Provisional Selves</li> <li>Performance: Communication, Privacy Management, Signaling &amp; Impression Management</li> <li>Reputation and Reputation Management</li> </ul>	Solove, D. (2007). <i>The future of reputation: Gossip, rumor, and privacy on the Internet</i> . New Haven, CT: Yale University Press. Available online at: <a href="http://docs.law.gwu.edu/facweb/dsolove/Future-of-Reputation/">http://docs.law.gwu.edu/facweb/dsolove/Future-of-Reputation/</a>	Pre: Readings, Discussion Questions #9 (due December 4)  Post: See meeting #10
#10 December 9	<b>Instructor: Brenda Berkelaar</b> <b>Topic: <i>Contemporary Identity Dilemmas</i></b> <ul style="list-style-type: none"> <li>Identity in the Digital Age: How IT Affordances &amp; Uses Affect Identity</li> <li>Multiples Selves &amp; Collapsed Contexts-</li> <li>Case 1: The Digital Social Contract. Visibility &amp; Transparency and personal-professional tradeoffs.</li> <li>Case 2: Competing Demands for Intimacy and Security. The disclosure-privacy tradeoff</li> </ul>	boyd, d. (2010). Social network sites as networked publics: Affordances, dynamics, and implications. In Z. Papacharissi (Ed.), <i>A networked self: Identity, community, and culture on social network sites</i> (pp. 39–58). New York, NY: Routledge. Plaisance, P. L. (2007). Transparency: An assessment of the Kantian roots of a key element in media ethics practice. <i>Journal of Mass Media Ethics</i> , 22. 187-207. Petronio, S. (2002). <i>Boundaries of privacy: Dialectics of disclosure</i> . Albany, NY: Suny University Press. Chapter 1 only: An overview of communication privacy management. Tracy, S. J. & Trethewey, A. (2005). Fracturing the real-self↔fake-self dichotomy: Moving toward “crystallized” organizational discourses and identities. <i>Communication Theory</i> , 15, 168-195.	Pre: Readings, Discussion Questions #10 (due December 4)  Post: Integrated Reflection Essay #10 (due December 15)

## V. Grading Procedures: Grades will be based on:

- Class Attendance and Participation: #1-10 (20%) (2% each)
- Discussion Questions: #3, 4, 7, 8, 9, & 10 (30%) (5% each)
- Reflection Essays: 50% total (10% each for #2 and #10; 5% each for #3, 4, 5, 6, 7, & 8)

## VI. Course Policies

### 1. Class attendance and participation policy:

Students are expected to attend class regularly and participate in each class session. Participation will be measured through in-class discussions and activities. Students may participate in-person or via teleconferencing technology, and in either case regular participation will be necessary, although some activities may be different depending on the mode of participation. Absences will only be excused in situations following university policy (illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences

beyond your control) with proper documentation and timely notification (prior to class for non-emergencies). If you have an unexcused absence, tardiness, or early departure and miss an in-class activity, you will receive a 0 for all parts missed.

## 2. Discussion Questions:

For class meetings #3, 4, 7, 8, 9, & 10 students are required to write 2 discussion questions per class meeting. Each discussion question should demonstrate your familiarity with the readings and should be thoughtful and creative. Discussion questions must be at least 250 words each (500 words total per day, 1000 words total per weekend).

## 3. Reflection Essays:

Specific instructions for each specific reflection essay are listed below.

### Reflection Essay #2, Introductory Essay

Write a reflection essay that describes your academic and professional background and interests, and how your identity has shifted over time. Please also reflect upon what you have already learned in the course and what you hope to learn in the remainder of the course, and relate this content to your current work and your future career aspirations. Length: 1500-2500 words. Format: Double-spaced, 1" margins minimum, with minimum 11-point font, as .doc, docx, or .pdf. Include word count and page numbers. Submit via Canvas.

### Reflection Essay #3, Identity and Culture

Select a specific marginalized group within society. Describe how their identity presents challenges, and also how their identity represents opportunity for achieving equality within society. In writing your reflection essay, please make sure to explicitly connect to what you learned about identity and culture through the readings, lectures, discussions, and activities. Length: 1500-2500 words. Format: Double-spaced, 1" margins minimum, with minimum 11-point font, as .doc, docx, or .pdf. Include word count and page numbers. Submit via Canvas.

### Reflection Essay #4, Value-Sensitive Design for Identity

Consider a particular information technology. Reflect upon the values that have been embedded within the technology. Then, consider if there are any values that are not reflected within the technology, and propose ways to address those values within the technology. In writing your reflection essay, please make sure to explicitly connect to what you learned about value-sensitive design for identity through the readings, lectures, discussions, and activities. Length: 1500-2500 words. Format: Double-spaced, 1" margins minimum, with minimum 11-point font, as .doc, docx, or .pdf. Include word count and page numbers. Submit via Canvas.

### Reflection Essay #5, Socialization into Identity

Write a reflection essay that expands upon your one sentence description of your identity that you did in class, which you may refine based on what you learned in class today. For at least three main components of your identity (i.e., attributes or roles: for example, white, male, father, Republican, or market analyst), describe how society shaped each component. Speak in terms of specific institutions, groups, or people and how their specific actions, beliefs, or interactions shaped this component of your identity. In other words, move past general and vague statements to provide vivid accounts of actions and events that shaped your identity. I'm looking for honest self-reflection and deep engagement with the concepts we discussed in class; your assignments will not be shared with others. Length: 1500-2500 words. Format: Double-spaced, 1" margins minimum, with minimum 11-point font, as .doc, .docx, or .pdf. Include word count and page numbers. Submit by email to [diane.bailey@ischool.utexas.edu](mailto:diane.bailey@ischool.utexas.edu).

### Reflection Essay #6, Identity Under Shifting Realities

Consider one of the following shifting US realities and write a short essay detailing the types of changes in existing identities it is likely to cause. I'm looking for careful, reflective exploration of the ideas and ways of thinking that we discussed in class and their application to this new domain. Length: 750-1250 words. Format: Double-spaced, 1"

margins minimum, with minimum 11-point font, as .doc, .docx, or .pdf. Include word count and page numbers. Submit by email to [diane.bailey@ischool.utexas.edu](mailto:diane.bailey@ischool.utexas.edu).

1. Declining Church Attendance and Religious Affiliation. Today, only 20% of Americans attend church regularly, and between 4,000 and 7,000 churches close their doors annually. Between 2010 and 2012, more than half of all churches in America did not add any members. Between 2007 and 2014, the percentage of Americans identifying as Christian fell from 78.4% to 70.6% of the population, nearly an 8% drop. Each year, nearly 3 million previous churchgoers enter the ranks of the “religiously unaffiliated.”
2. Racial Demographic Changes. Whites are the majority in the US today at 64%; in 1960, they were at 85% and by 2060 they are projected to be at 43%. In 30 to 40 years, one in every three people will be of Hispanic origin, up from 4% in 1960. The percentage of people identifying as Asian and Black are also increasing. Non-whites account for 85% of the population increase in the past decade. Intermarriage is growing; children of intermarried couples are challenging racial categories.
3. Southern Rise. Over half of the nation’s population growth between 2000 and 2010 occurred in the Southern states, not just from Hispanic immigration, but from Blacks, the elderly and the foreign-born.
4. Aging America. The first baby boomer turned 65 in 2011; 79 million baby boomers will exit the workforce through 2031. With better medical care and healthier, more active lifestyles, they will live longer than previous generations did.

#### Reflection Essay #7, Place, Mobility, and Identity

Write a reflection essay that does three things. First, explore how the person you are is a product of your peculiar trajectory through geographical space. This should include key places that left a lasting imprint on your identity. Next, reflect on the role of mobility in your life. Mobility is associated with getting to and from the “key places” listed above, so reflect for a moment on how you got there and how you left. Was there a particularly memorable arrival or departure? While living in any of these places, did you commute on a daily or weekly basis (or some other schedule) and if so did the commute say something about who you are? Finally, consider the ways that changes in technology have affected your mobility over your lifetime, including new transportation technologies but also new communication technologies that affect mobility (like posting pictures from your travels on Facebook or using GPS to navigate an unfamiliar city). Length: 1500-2500 words. Format: Double-spaced, 1” margins minimum, with minimum 11-point font, as .doc, docx, or .pdf. Include word count and page numbers. Submit via Canvas.

#### Reflection Essay #8, Surveillance and Tracking

Write a reflection essay that summarizes what you learned about surveillance and tracking while including the following issues. How do digital technologies and their incorporation into daily life facilitate activities of surveillance and tracking? In particular, how do social practices, policies, business activities, and personal habits all come together in this equation? While the threat to PII from surveillance and tracking is obvious, what can you say about the relationship between surveillance, tracking, and *personal identity* (which you know by now is a richer construct than PII)? How have the readings, lectures, discussions, and activities informed your understanding of identity and finally what insights come from this that may be useful in your career? Length: 1500-2500 words. Format: Double-spaced, 1” margins minimum, with minimum 11-point font, as .doc, docx, or .pdf. Include word count and page numbers. Submit via Canvas.

#### Reflection Essay #10, Integrated Reflection Essay

##### Making Sense of Identity & Reputation Using a Real-World Dilemma

The objective of this essay is to evaluate a real-world reputation or identity dilemma and suggest a recommended course of action. Write a reflection essay that expands upon a current identity or reputation dilemma or situation that you identified in class. First, describe an identity or reputation dilemma. Second, evaluate your dilemma or case using 3 to 5 different perspectives on identity we have discussed over course of the semester (e.g., How does Communication Privacy Management provide insight into the dilemma? What does CPM highlight? Pay attention to? What course(s) of action would CPM recommend?). Two of the perspectives should be drawn from weeks 9 and 10. The remaining perspective(s) should be taken from the material course as a whole. How would each perspective make sense of the situation? What actions would that perspective suggest as the next step? Finally, recommend a course of action with specific, measurable steps. In brief, this essay will include three primary parts: (1) A

description of an identity or reputation dilemma; (2) A set of evaluations of the dilemma from at least three perspectives; (3) A recommended course of action.

The most compelling reflection essays will:

- Identify and describe a dilemma that is not easily resolved. Be sure to describe the dilemma clearly, vividly, and concisely so that the dilemma resonates with the reader
- Be organized around an overarching thesis and argument
- Define any key terms.
- Select at least three perspectives that provide generative points of comparison and contrast.
- Offer a brief summary of each perspective chosen before engaging the case deeply from the perspective of the case chosen.
- Provide a clear, compelling, and logical rationale for the recommended course of action based on the perspectives provided. Be sure to recognize the tradeoffs of choosing a particular course of action over another.
- Use clear, concrete, concise and engaging language with topic sentences and transitions.
- Cite sources consistently and accurately

Length: 1500- 2500 words. Format: 1” margins minimum, with a minimum 11-point font, and bold subtitles, as .doc, .docx, or .pdf. Include word count and page numbers. Submit the final essay on Canvas.

#### 4. Assignment Deadlines:

All assignments are due at midnight on the day indicated. Late assignments will not receive any credit except in extraordinary circumstances such as severe and unavoidable technical difficulties (e.g., computer hard drive failure) or emergency situations (e.g., illness). Please note that, due to the proximity of the final assignment deadline to the deadline for final grades, excused tardiness for the final assignment may result in an incomplete final course grade.

#### 5. Computation of Grades:

Assignments will be graded with letter grades, with corresponding numerical scores:

- |            |           |
|------------|-----------|
| ● A+ = 100 | ● C+ = 78 |
| ● A = 95   | ● C = 75  |
| ● A- = 92  | ● C- = 72 |
| ● B+ = 88  | ● D+ = 68 |
| ● B = 85   | ● D = 65  |
| ● B- = 82  | ● F = 0   |

Final grade computation will use this scale (note: UT does not allow final grades of A+):

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|----------------|----------------|
| ● 93-100%: A   | ● 73-76.9%: C  |
| ● 90-92.9%: A- | ● 70-72.9%: C- |
| ● 87-89.9%: B+ | ● 67-69.9%: D+ |
| ● 83-86.9%: B  | ● 63-66.9%: D  |
| ● 80-82.9%: B- | ● 60-62.9%: D- |
| ● 77-79.9%: C+ | ● 0-59.9%: F   |

## VII. Academic Integrity

### 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.

## IX. Other University Notices and Policies

### **Use of E-mail for Official Correspondence to Students**

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her 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, but at a minimum, twice per week.

### **Documented Disability Statement**

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD. Details of a student's disability are confidential. Faculty will not ask questions related to a student's condition or diagnosis when receiving an official accommodation letter.

- Please notify the lead instructor as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify the lead instructor as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: <http://ddce.utexas.edu/disability/about/>

### **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>.

### **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the lead instructor in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.