

PHI 304T: Introduction to Technology Ethics (14 weeks) -- [41484]

Fall 2023

University of Texas at Austin

Instructor: Ryan C. Born
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Lecture: GAR 0.120 [Garrison Hall]
Times: TTH: 12:30-2:00pm
OH: By Appointment in WAG 421, TH 2-4pm

Course Description

It is little secret that the Hollywood Writers' and Actors' strikes are in large part due to actors' fear of being replaced by "artificial intelligence" (AI) technologies.

The explosion of interest in so-called "artificial intelligence" technologies is the latest in a history of human engagement with the ethics of technological development. In the modern information age, the pace of technological advance demands understanding of how to engage with the ethical questions technology raises, not only for theoretical purposes, but also for the goal of advancing human welfare.

This introductory class to technology ethics serves as an introduction to the science and craft of philosophy, a primer on ethical thought, and a rigorous application of philosophy to questions of technological ethics. Case studies will revolve primarily around modern problems of machine learning, "AI," and other automation age problems.

Familiarity with these topics is not expected or required, making this an excellent course for all who are interested.

Questions and topics include: what are ethical theories? How do I understand, analyze, and evaluate an argument? What does it take to be responsible or complicit in development? Why is privacy important, and how does AI threaten it? Can algorithms be made 'fair,' and what would that look like or mean? In the meantime, algorithms reflect human bias -- how can we accommodate that? As AI develops, does it have rights? Should it be developed? What is progress? How does AI threaten democracy and our economic lives, let alone our knowledge base? How is big data affecting us in general? What should our policy look like in the future?



This class satisfies the “Ethics” flag in the Philosophy core component requirements and the University Ethics flag. Ethics courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

Topics Covered

- Moral theories
 - Virtue
 - Consequentialism
 - Deontology
 - Feminist
- Robotic rights
- The ideal of progress
- Algorithmic fairness
- Big Data
- AI’s disruption to:
 - Democracy
 - Knowledge
 - Politics
 - Rights

Skills Learned

- Argument Analysis
- Argumentative Writing
- Persuasive Writing
- Blog/Website Creation
- News Analysis
- Philosophical Reading

Learning Outcomes

- Students can evaluate and respond to arguments
- Students can relate key information and arguments about technological ethics
- Students can write tightly constructed, original arguments

Prerequisites

This is an introductory course. There are no formal prerequisites for this course: however, students will find previous experience with philosophy, ethics, and argumentative writing to be especially helpful.

Required Materials:*

Readings, instructions, assignments, rubrics, recordings, and other essential information will be on Canvas. Questions about the course should first be directed there. Readings not listed below in “Required Books.” will be on Canvas.

Required Books:

Ethics, the fundamentals -- Julia Driver

Algorithms of Oppression: How Search Engines Reinforce Racism Illustrated Edition -- Safiya Umoja Noble

Weapons of Math Destruction -- Cathy O’Neil

AI Ethics (The MIT Press Essential Knowledge series) Paperback – April 7, 2020

*These materials for this class are available through the Longhorn Textbook Access (LTA) program, a collaboration between UT Austin, The University Co-op and textbook publishers to significantly reduce the cost of digital course materials for students. You can access your required materials through the “My Textbooks” tab in Canvas. You are automatically opted into the program but can easily opt-out (and back in) via Canvas through the 12th class day. If you remain opted-in at the end of the add/drop period (12th class day fall/spring, 4th class day summer sessions), you will receive a bill through your “What I Owe” page. If you do not pay your bill by the specified deadline, you will lose access to the course materials and your charge will be removed. More information about the LTA program is available at universitycoop.com/longhorn-textbook-access.

*all due dates are at 11:59pm the date listed, unless otherwise noted

COLOR CODE: BLACK: Core Reading (read all). COLOR: Supplemental Readings (do no fewer than 1, and as many as you can)

<p>UNIT 1: Introduction to philosophy and ethics</p> <p>A crash course in ethical theorizing with a heaping side of the state of tech and AI.</p>	
<p>What we'll be doing:</p> <ul style="list-style-type: none"> ★ Becoming familiar with the main families of ethical theories ★ Developing philosophy reading skills ★ Acquiring an understanding of the current state of AI and technology, including key questions 	<p>Assignments</p> <ol style="list-style-type: none"> 1. Introductory Reflection (8/25) 2. Practice Paper Outline (9/10) 3. Blog Posts

	<i>Introduction to Argumentation</i>	
WEEK 1	L1 (8/22) Intro to Philosophy & The Stakes	<input type="checkbox"/> "Syllabus" -- Ryan Born <input type="checkbox"/> "How to Read Philosophy" -- Jim Pryor <input type="checkbox"/> "What is an Argument?" -- Jim Pryor <input type="checkbox"/> "Introduction" in <i>Ethics: The Fundamentals</i> <input type="checkbox"/> Hollywood AI backlash: What striking writers and actors fear about tech replacing roles The Independent <input type="checkbox"/> Which US workers are exposed to AI in their jobs? Pew Research Center
	L2 (8/24) Core Ethics	<input type="checkbox"/> <input type="checkbox"/> "Classical Utilitarianism," in <i>Ethics: the Fundamentals</i> <input type="checkbox"/> AI Doomerism Is a Decoy
	Assignments (Due Dates)	Introductory Reflection (8/25) -- [Takes the form of your first blog post]

	<i>Consequentialism & Feminism</i>	
WEEK 2	L1 (8/29) Modern Con.	<input type="checkbox"/> "Contemporary Consequentialism," in <i>Ethics: the Fundamentals</i> <input type="checkbox"/> FTC investigating ChatGPT-maker OpenAI for possible consumer harm
	L2 (8/31) Feminist Ethics	<input type="checkbox"/> <input type="checkbox"/> I Shouldn't Have to Accept Being in Deepfake Porn - The Atlantic

		<input type="checkbox"/> <i>ChatGPT Will Change Housework</i> <input type="checkbox"/> <i>Social media is fawning over influencer — but she's not even real</i>
	A (Due Dates)	Blog Check In

	<i>Deontology</i>	
WEEK 3	L1 (9/5) Intuitionism	<input type="checkbox"/> <input type="checkbox"/> <i>Get Phones Out of Schools Now - The Atlantic</i> <input type="checkbox"/> <i>No One Knows Exactly What Social Media Is Doing to Teens - The Atlantic</i> <input type="checkbox"/> <i>People Have Been Panicking About New Media Since Before the Printing Press</i> <input type="checkbox"/> <i>The Parents Saying No to Smartphones The Free Press</i> <input type="checkbox"/> <i>What the Teen smartphone Panic Says About Adults - The Atlantic</i>
	L2 (9/7) Kant	<input type="checkbox"/> <input type="checkbox"/> <i>When A.I. Lies About You, There's Little Recourse - The New York Times</i>
	A (Due Dates)	Blog Check In Practice Paper Outline (9/12)

<p>UNIT 2: Ethics of AI Systems</p> <p>This unit focuses on the application of Unit 1 to several key philosophical questions in tech ethics.</p>	
<p>What we'll be doing:</p> <ul style="list-style-type: none"> ★ Applying ethical theories to questions in AI ★ Distinguishing the strengths and limitations of different ethical families to questions in AI ★ Evaluating possible practices within the ethics of AI ★ Evaluating the strengths and weaknesses of ethical theories given questions in AI 	<p>Assignments</p> <ul style="list-style-type: none"> 4. Blog Posts 5. Paper 1 Outline (10/7) 6. Paper 1 (10/15)

	<i>Complicity and Responsibility</i>	
WEEK 4	L1 (9/12) Integrity	<input type="checkbox"/> "Integrity" <i>George and the Chemical Factory</i> (Chapter 4, 74-76) <input type="checkbox"/> The Scientists Who Understood Their Obligation to Humanity <input type="checkbox"/> 'The Godfather of AI' Quits Google and Warns of Danger Ahead - The New York Times
	L2 (9/14) Responsibility	<input type="checkbox"/> Responsibility, Culpability, and Affected Ignorance -- Michele Moody Adams <input type="checkbox"/> 17 fatalities, 736 crashes: The shocking toll of Tesla's Autopilot
	A (Due Dates)	Blog Check In

	<i>Privacy and Surveillance</i>	
WEEK 5	L1 (9/19) Privacy and Surveillance	<input type="checkbox"/> Roessler, Beate, 2017, "Privacy as a Human Right", <i>Proceedings of the Aristotelian Society</i> , 117(2): 187–206. doi:10.1093/arisoc/aox008 <input type="checkbox"/> The Chinese surveillance state proves that the idea of privacy is more "malleable" than you'd expect <input type="checkbox"/> China's surveillance ecosystem and the global spread of its tools - Atlantic Council <input type="checkbox"/> Lawyers Barred by Madison Square Garden Found a Way Back In <input type="checkbox"/> Detroit woman sues city after being falsely arrested while 8 months pregnant due to facial recognition technology
	L2 (9/21)	<input type="checkbox"/> <i>Weapons of Math Destruction -- Cathy O'Neil</i>

	*Writing Day	<input type="checkbox"/> Read Chapter 1, Chapter 2, <i>at least</i> one other chapter (player’s choice: not 5 or 8), and the Conclusion
	A (Due Dates)	Blog Check In

	<i>Fairness and the Algorithm</i>	
WEEK 6	L1 (9/26)	<input type="checkbox"/> Binns, Reuben, 2018, “Fairness in Machine Learning: Lessons from Political Philosophy”, <i>Proceedings of the 1st Conference on Fairness, Accountability and Transparency</i> , in <i>Proceedings of Machine Learning Research</i> , 81: 149–159. <input type="checkbox"/> <i>Weapons of Math Destruction: Chapter 5</i>
	L2 (9/28)	<input type="checkbox"/> Benthall, Sebastian and Bruce D. Haynes, 2019, “Racial Categories in Machine Learning”, in <i>Proceedings of the Conference on Fairness, Accountability, and Transparency - FAT* ’19</i> , Atlanta, GA, USA: ACM Press, 289–298. doi:10.1145/3287560.3287575 <input type="checkbox"/> <i>Weapons of Math Destruction: Chapter 8</i>
	A (Due Dates)	Blog Check In / Prepare for Paper 1

	<i>Algorithmic Bias</i>	
WEEK 7	L1 (10/3)	<input type="checkbox"/> Noble, Algorithms of Oppression: Introduction, Chapter 3 “Searching for People and Communities”, Conclusion: (1-14, 110-119, 171-182) <input type="checkbox"/> <i>Optional: Chapter 4</i>
	L2 (10/5)	<input type="checkbox"/> Noble, Algorithms of Oppression: Chapter 2 “Searching for Black Girls” (64-110)
	A (Due Dates)	Paper 1 Outline (10/7)

	<i>Why make them: Robots, servitude, and their rights</i>	
WEEK 8	L1 (10/10)	<input type="checkbox"/> <u>AI Chatbot Spontaneously Develops a Theory of Mind</u> <input type="checkbox"/> Richardson, Kathleen, 2016, “Sex Robot Matters: Slavery, the Prostituted, and the Rights of Machines”, <i>IEEE Technology and Society Magazine</i> , 35(2): 46–53. doi:10.1109/MTS.2016.2554421
	L2 (10/12)	<input type="checkbox"/> “Granny and the Sexbots” -- Karen Lancaster <input type="checkbox"/> van Wynsberghe, Aimee and Scott Robbins, 2019, “Critiquing the Reasons for Making Artificial Moral Agents”, <i>Science and Engineering Ethics</i> , 25(3): 719–735. doi:10.1007/s11948-018-0030-8
	A (Due Dates)	Paper 1 (10/15) -- 1000 Words

UNIT 3: Society and Artificial Intelligence

While the ethics of artificial intelligence systems themselves are important, it is equally -- or even more -- important to recognize that even 'benign' artificial intelligence has the potential to transform society in both some positive and many negative ways. Thus we seek to understand AI's effects on civilization itself.

What we'll be doing:

- ★ Evaluating the relationship between technological, social, and ethical progress
- ★ Discussing the relationship between democracy and AI technologies
- ★ Evaluating the justice of the economic impacts of AI, and discuss possibilities for more or less fair distributional outcomes
- ★ Discussing AI's effect on our collective and individual knowledge
- ★ Evaluating and creating AI policy

Assignments

7. Blog Posts
8. Paper 2 Outline Due (11/20)
9. Paper 2 Due -- 1000-1500 Words (11/25)
10. Course Reflection Due (12/1)
11. Final Blog Check (12/1)
12. Final Exam (12/8)

<i>The Ideal of Progress</i>		
WEEK 9	L1 (10/17)	<input type="checkbox"/> <i>Outlines of an historical view of the progress of the human mind</i> by Marie-Jean-Antonie-Nicolas Caritat, Marquis de Condorcet. <input type="checkbox"/> AI Is an Existential Threat to Itself <input type="checkbox"/> Generative AI Should Not Replace Thinking at My University
	L2 (10/19)	<input type="checkbox"/> <i>The German Ideology</i> , excerpts. Marx, Karl. <input type="checkbox"/> Kissinger, Henry A., 2018, "How the Enlightenment Ends: Philosophically, Intellectually—in Every Way—Human Society Is Unprepared for the Rise of Artificial Intelligence", <i>The Atlantic</i> , June 2018. <input type="checkbox"/> Companies that Replace People with AI Will Get Left Behind <input type="checkbox"/> Welcome to the Age of 'Foomscrolling' - The Atlantic
	A (Due Dates)	Blog Check In

<i>Democracy</i>		
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WEEK 10	L1 (10/24)	<input type="checkbox"/> Danaher, John. 2016b, “The Threat of Algocracy: Reality, Resistance and Accommodation”, <i>Philosophy & Technology</i> , 29(3): 245–268. doi:10.1007/s13347-015-0211-1 <input type="checkbox"/> The Scientists Who Understood Their Obligation to Humanity
	L2 (10/26) NO CLASS: RYAN TRAVELING	<input type="checkbox"/> nothing <input type="checkbox"/> nope
	A (Due Dates)	Blog Check In

The Political Fabric		
WEEK 11	L1 (10/31)	<input type="checkbox"/> “Social Contract Theory” in <i>Ethics: the fundamentals</i> <input type="checkbox"/> An A.I. Leader Urges Regulation and a Rethink - The New York Times <input type="checkbox"/> British Summit <input type="checkbox"/> How Regulate AI? <input type="checkbox"/> Opinion Lina Khan: We Must Regulate A.I. Here’s How. - The New York Times <input type="checkbox"/> Biden to Issue First Regulations on Artificial Intelligence Systems - The New York Times
	L2 (11/2)	<input type="checkbox"/> John Rawls (Stanford Encyclopedia of Philosophy) (Part 4, 4.1-4.7) <input type="checkbox"/> America Already Has an AI Underclass
	A (Due Dates)	Blog Check In

Markets & Labor		
WEEK 12	L1 (11/7)	<input type="checkbox"/> Thomas Paine AGRARIAN JUSTICE <input type="checkbox"/> Before AI Takes Over, Make Plans to Give Everyone Money
	L2 (11/9)	<input type="checkbox"/> Elizabeth Anderson -- “What is the point of equality?” (part II) <input type="checkbox"/> Beginning to “Justice as Equality of Fortune,” then page 312 through page 326. Writing Day
	A (Due Dates)	Blog Check In / Prepare for Paper 2

<i>The Death of Knowing</i>		
WEEK 13	L1 (11/14)	<input type="checkbox"/> Epistemology <input type="checkbox"/> 1.6, 2.3, 3.2, 5.1, 5.5 <input type="checkbox"/> DeSantis Campaign Uses ‘Deepfake’ Images to Attack Trump, Experts Suggest - The New York Times

PHI 304T

		<input type="checkbox"/> Why You Fell for the Fake Pope Coat <input type="checkbox"/> So Maybe Facebook Didn't Ruin Politics
	L2 (11/16)	<input type="checkbox"/> Noble, Algorithms of Oppression: Chapter 5 "The Future of Knowledge in the Public. (134-152). <input type="checkbox"/> The First Year of AI College Ends in Ruin <input type="checkbox"/> Here Comes the Second Year of AI College - The Atlantic <input type="checkbox"/> How Easy Is It to Fool A.I.-Detection Tools? - The New York Times
	A (Due Dates)	1) Paper 2 Outline Due (11/20) 2) Paper 2 Due -- 1000-1500 Words (11/25)

11/20-11/25	FALL BREAK:
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	<i>Policy</i>	
WEEK 14	L1 (11/27)	<input type="checkbox"/> AI Ethics (The MIT Press Essential Knowledge series) Paperback – April 7, 2020 <input type="checkbox"/> Elizabeth Warren and Lindsey Graham Team Up to Police Big Tech - The New York Times
	L2 (11/30)	<input type="checkbox"/> AI Ethics (The MIT Press Essential Knowledge series) Paperback – April 7, 2020 <input type="checkbox"/> The Fight Against Robotaxis in San Francisco - The Atlantic <input type="checkbox"/> California halts operations of self-driving Cruise robotaxis
	A (Due Dates)	Course Reflection Due (12/1) -- [Takes the form of your final blog post]

12/5-12/6	STUDY DAYS:
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12/8	FINAL EXAM: Final Exam Format: One policy proposal based on previous units. 2 hour exam, expected to take ~ 1 hour. Open note, preparation required. Instructions given on 11/30.
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*I reserve the right to change the syllabus; you retain the right to reasonable notice of any changes

Final Grade Policy

Grade Band 1	Grade Band 2	Grade Band 3	Grade Band 4
100% - 94% = A	87% - 84% = B	77% - 74% = C	67% - 64% = D
93% - 90% = A-	83% - 80% = B-	73% - 70% = C-	63% - 60% = D-
89% - 88% = B+	79% - 78% = C+	69% - 68% = D+	59% - 0% = F

Letter grades for assignments, unless further specified, are assigned at the top of their grade band (i.e, a B- = 83%).

How You are Graded:

You are graded either *by completion* or *by competence*.

- Assignments graded by completion must be done completely in accordance with instructions, turned in on time, and done in good faith. If so, the assignment is guaranteed full points. An assignment turned in ‘incomplete’ will be considered late until it is ‘completed.’
- Assignments graded by competence are scored in accordance with the instructions on time, turned in on time, and done in good faith while conforming to standard practices and philosophical standards. These standards are elucidated well on Jim Pryor’s website. You are expected to be familiar with these standards and take the necessary steps to meet them.
 - [Guidelines on Writing a Philosophy Paper](#)
 - [Guidelines on Grades](#)
 - [Jim Pryor: Grading Rubric](#)
- 304T is designed with an emphasis on small assignments to allow for more feedback and improvement, as well as to incentivize quality of work over quantity. Each individual assignment is worth relatively little, and so you have the opportunity to be flexible and improve overtime without the stress of “three big assignment” syndrome.

Grade Breakdown

- Completion (40%)
 - Attendance -- P/F
 - Participation --10%
 - Class Blog Check-ins -- 10%
 - Paper Outlines (3) -- 15%
 - Reflections (2) -- 5%
- Competence (60%)
 - Class Blog Final Check-in 5%
 - Papers (2) -- 35%
 - Paper 1 (15%)
 - Paper 2 (20%)
 - Final Exam -- 20%

Assignment Descriptions

<i>Participation</i>	Being participatory and on-topic in class.
<i>Initial and Final Reflections</i>	A reflection is a ~400 word think piece that reflects upon your own experience coming to the course and leaving the course
<i>Paper Outlines</i>	A paper outline is a complete structure for an essay. The outline you provide should be sufficiently detailed that I could write the essay myself, though you may deviate from your outline as you develop your papers. These are primarily meant to get you thinking early on papers.
<i>Class Blog Check-Ins</i>	Your class blog is meant to collect your thoughts about the news articles we read in the class and apply our ethical theories to those articles with thoughtful reflection. You are also meant to respond thoughtfully to your peers' blogs. Blogs are checked 5 times and then given a final grade. The final grade is worth 50%.
<i>Papers</i>	This class has two essays. The final grade is separate from your outline grade.
<i>Final Exam</i>	This class has a 1 hour final, though you have two hours to take it. The final will be a policy proposal based on the class. The exam is open note, and will require specific preparation. The instructions for the exam prep will be given in advance.

PowerPoints & Taking Notes

- I will provide my class PowerPoints, but please note that my PowerPoints are always designed first as presentation and teaching tools, and thus will generally serve as (really) poor replacements for notes. For an example, see [here](#).
- The best notes you can take are active notes: that is, summarizing (not attempting to copy) what I say, adding your own commentary, and including visual representations of relationships. For more advice, see [here](#).

Class Modality & Attendance Policies

- Classes are all to be attended in-person, unless emergency accommodations are required.
- Class times (80 minutes TTh) are divided between lectures, individual work, and group work times as the syllabus requires.
- Recordings are prohibited without accommodation, and recordings made for accommodations are not to be shared without permission.
- Students are allowed no more than five unexplained absences per semester

- Explained absences include family emergencies, health emergencies, ongoing illness, travel for competitions, visiting graduate schools, interviews.
- Absences are simply “Excused” in the gradebook.
- Every absence after the five drops your maximum possible total class grade by 5%. Thus, six unexcused absences will result in a maximum grade of a 95, seven an 90, and so on.

Extensions, Lateness, Making Up Work

- Students have one 24 hr extension per semester for Competence Grades
 - If an assignment is late, and the extension has not been used, it is automatically applied.
- Students have one 24 hr extension per semester for Completion Grades
 - If an assignment is late, and the extension has not been used, it is automatically applied.
- Late assignments lose 10% of their maximum grade per 24 hours of lateness, prorated. After 72 hours, the assignment receives a 50% and after 96 hours is a 0.
 - Completion assignments turned in as ‘incomplete’ are treated as late once graded.
- For students with accommodations, I am happy to work out an equitable solution in-line with your accommodations
- For students who require additional time for reasons outside of their control and thus must “make up work” (for example, a serious illness or family emergency), do not worry. We will work on this on a case by case basis. In general, any such makeup would be due one-week after your return.

Technology Policies

- Phones and laptops are prohibited during lectures. Phones should be *off* and *away*.
- Writing tablets and other “paper likes” are allowed.
- Lectures are not to be recorded except with prior accommodations.

Blind Grading Policy

All efforts must be made to submit things blind: names should not be either on the paper OR the filename. I will not grade assignments submitted with identifying information.

Formatting Policy

All assignments should be submitted in 12pt Times New Roman, single-spaced, with standard 1” margins. I will not grade assignments formatted improperly.

Word Count Policy

Assignments submitted with a word count that exceeds 10% of the maximum are limited to a B+.

Assignments submitted with a word count less than 30% of the minimum are considered incomplete.

Office Hours/Communication

My Office Hours are by appointment. Office Hours take place in my office, WAG 421. You are free to come at any time even without an appointment, though be aware I may not be immediately available.

For all questions, Canvas messages are preferred. You can generally expect a response within around a full business day.

You are expected to maintain an awareness of all announcements on Canvas.

Philosophy is a challenging discipline, so please feel comfortable coming to my office hours for anything more substantial than a quick message. I am always happy to help, and these are often the most productive learning experiences for both of us.

Please keep in mind that I will not respond to questions already addressed in the syllabus or any Canvas announcements, and that students are expected to avail themselves of the resources I and the University provide.

Disability and Accessibility

Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations.

Academic honesty

For assignments for which outside help is permissible, all outside help must be acknowledged. In particular, if ChatGPT or similar algorithms are used with permission from me, please include a separate page explaining what you did: what questions you asked it, which of its sentences you included in your essay, where and how you corrected its mistakes, and overall, how much of the work you consider to be original to you. Unacknowledged work by GPT or other sources, or impermissible uses, will be treated as violations and receive a 0.

For more information on the university's official policy on academic honesty use the following link: http://deanofstudents.utexas.edu/sjs/acint_student.php

Suspicion of using Chat GPT or other generative tools, or outside help or services, without permission, will void an assignment and require a resubmission.

Honor Statements:

Your two papers, exam, and final blog submission must contain an affirmation of their originality, namely:

I affirm this is my own original and non-generated work in accordance with class and university policy.

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/>).

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. We are Responsible Employees 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.