THE POLITICS OF DEVELOPING DEMOCRACIES
CHALLENGES AND POTENTIAL SOLUTIONS
Spring 2022
Tuesdays and Thursdays 3:30-4:45
ROOM: Dinwiddie Hall 102

Professor: Gustavo Diaz
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Office Hours (on zoom): https://calendly.com/gustavodiaz/student-hours

Professor: Virginia Oliveros (she/her)
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Office: Political Science Department, 311 Norman Mayer Building
Appointments for office hours: https://virginiaoliveros.youcanbook.me
Office Hours (on zoom): Wednesdays 10:30-noon.
Zoom for office hours: https://tulane.zoom.us/my/virginiaoliveros

This class is co-taught. The first part of the semester will be taught by Professor Oliveros, the second part by Professor Diaz. Both professors, though, will be available for office hours during the entire semester.

COURSE DESCRIPTION AND OBJECTIVES

According to Freedom House, 2020 was the 15th consecutive year of decline in global freedom. Countries experiencing deterioration in their democracy outnumbered those with democratic improvements by the largest margin since 2006 (when the negative trend began). About 75 percent of the world's population lived in a country that suffered deterioration in their democratic score last year. In 2020, seventy-three countries suffered declines in political rights and civil liberties, while only 28 countries registering gains. Moreover, after decades of gains, the number of countries rated as "Free" declined from 89 (in 2005) to 82 (in 2020) while the number of countries rated as "Not free" increased from 45 to 54 in the same period (*Freedom in the World* 2021).

Why some countries manage to consolidate their democracies while others failed? What explains the variation in the quality of democracy across countries and over time? This course goes over some of the most severe and pressing challenges faced by young democracies today, drawing from examples around the world. We will be covering topics such as the difficulties of administrating free and fair elections, building strong and independent institutions, holding governments accountable, and curbing corruption and clientelism, among others. Each Tuesday, we will focus on understanding a different problem faced by young democracies. On Thursdays, we will focus on the different solutions that have been proposed, tried, and evaluated by social scientists. Particularly in this part of the class we will be reading cutting-edge research from political science and, sometimes, economics. This course will introduce students to the empirical frontiers in the field, with a especial focus on methods that deal with the problem of causal inference in a careful way (experiments, regression discontinuity designs, etc.). Finally, by

paying particular attention to issues of research design throughout the course of the semester, this course will prepare students to conduct their own research and be more critical readers of other's research.

LEARNING OUTCOMES

After completing this course, students should be able to:

- Have a good understanding of some of the most pressing challenges faced by young democracies today.
- Discuss, evaluate, and compare different solutions that have been proposed to address those challenges.

REQUIREMENTS

Assignment	Date	Percent
Participation & Attendance		5%
Midterm exam	March 8	20%
Response papers (4) (Thursdays)		15%
Presentation (Tuesdays)		15%
Short Paper (6-8 pages)	10 days after presenting	10%
Final Paper (16-18 pages)	May 7 (1pm)	35%

1. PARTICIPATION & ATTENDANCE (5%)

This is an upper level class. You are expected to have done the required readings by the day listed on the syllabus to be able to actively participate in the discussion. An "A" in participation will be achieved with weekly participation that demonstrates familiarity with the readings. This, of course, includes asking questions. But your questions and comments during class should reflect the time spent with the readings.

2. MIDTERM EXAM (20%)

The midterm exam will take place on **March 8 (Week 7)** and will cover the material discussed up to then. The format of the exam will be discussed the week before the exam. There will be no make-up exams unless you have a documented medical excuse. Make travel plans accordingly. The plan is to have this exam in class, but COVID may make us change that.

3. RESPONSE PAPERS (15%)

Starting on Week 2, we will be posting questions on Canvas about the topic of the week each week. You can pick any 4 weeks (excluding the one you are presenting) to write your response papers. These papers need to be submitted on Canvas by noon on the Thursday of the week you chose to submit. Papers should be about 500-700 words (papers exceeding the limit will be returned). For your grade on this assignment, we will be dropping the paper with the lowest grade. Your response paper should address one of the questions for the week and discuss how the assigned readings relate to this question.

4. PRESENTATIONS (15%) (GROUPS OF 2 STUDENTS)

At the beginning of the semester, groups of 2 students will be formed. Each group will be assigned a week/topic to make their presentation. We will try to accommodate preferences but that might not be always possible. Presentations will happen on Tuesdays. Groups will start by describing the issue/problem of the week on a presentation (on powerpoint) for approximately 25/30 minutes. What's the problem/challenge? How widespread it is? Why is this a problem? What are the main consequences? The rest of the class will be a discussion lead by the group (with our help, of course). For this discussion, it would be useful for the groups to finish their presentations with questions. We will talk about this in more detail in class. Student presentations will start on Week 3. The plan is to have all these presentations in person but if the person presenting is on quarantine (but otherwise feeling OK), we will have to move class to zoom for that day.

5. **SHORT PAPER (10%) AND FINAL PAPER (35%)**

The final paper (16-18 pages) will be on the same topic of your presentation. While presentations are in groups, short papers and final papers are individual (but, of course, you can discuss it with each other). You should begin working on your topic early in the semester, and you are expected to meet with us at least once during the semester to talk about it. If you really want to write on a topic we are not covering in class, please talk to us asap, and we can decide together whether it's a good fit for this class. After your presentation, you will (1) set an appointment during office hours to get feedback on the presentation and discuss the progress on the paper, (2) write a short version (6-8 pages) of the paper, papers are due the second Sunday (at midnight on Canvas) after your presentation; (3) write the final version (May 7). We will be providing detailed comments on the short version and you are expected to address these comments on the final paper. We will be discussing these assignments in class.

READINGS

Students are expected to read each of the required readings carefully before coming to class and be prepared to discuss them. The amount of weakly reading for this class is significant and the expectation is that you will take the time to reflect carefully on each reading. When you read an article or book chapter, think about the following questions: What's the main argument? Do you believe it? Why? Why not? Is the evidence presented convincing? Readings will be available on Canvas.

CLASS POLICIES

Attendance: Attendance is mandatory and extremely important to succeed in this class. If you missed a class, ask another student for the notes. If you miss a class or two, you do not need to tell us. If absences, tardiness, or under-preparation becomes a problem, your grade will suffer. You are expected to do the readings prior to class and come to class prepared to discuss the material. That said, there is a pandemic and your well-being is more important than any class, so please let us know if you are having trouble keeping up.

Make-up Exams: There will be no make-up exam unless you have a documented medical excuse. Make travel plans accordingly.

Late Policy: Late assignments will be downgraded by one-third of a letter grade (e.g. A to A-) per day. I strongly encourage you to discuss any problems with us before the assignment is due.

Grading: This course will be grade according to the following scale:

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

Disputing grades: We are happy to go over any exam or paper with you to help you improve. Indeed, we encourage you to come to office hours to do so, especially if you think that you did study/work hard but did not get the expected results. Request for re-grading, though, must be done in writing. Students requesting re-grading should describe (based on the class' materials) what they feel constitute the correct answer and how their work meets the standard described.

COVID: It's hard to predict how the semester will go. The current Tulane policy is that classes are fully in person. If you are missing class for any COVID related issue, please email us at least 2 hours before class and we will let you zoom in. If you are missing class for any other reason, just get the notes from someone. Do not come to class if you are not feeling well or think you were in contact with a confirmed positive case. Everyone's health is more important than in person classes. Please, make sure you are receiving emails sent through Canvas and check it regularly. That's the way we will communicate if we need to move the class to zoom. All this may change based on how the pandemic evolves. We know. We are also tired of it…

COURSE SCHEDULE (SUBJECT TO CHANGE IF/AS NEEDED)

Week 1 [January 25-27]

Tuesday: Introduction to the Class and Housekeeping

- Kapstein, Ethan B. and Nathan Converse. 2008. "What makes young democracies different?" In *The Fate of Young Democracies*, Cambridge: Cambridge University Press: 1-36.

Thursday: Evidence-informed policies

- To watch before class: "Social experiments to fight poverty" (Duflo 2010) https://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty?language=en
- Banerjee, Abhijit, and Esther Duflo. 2011. "Think Again, Again" in *Poor economics: A radical rethinking of the way to fight global poverty*. New York: Public Affairs: 1-16.

Recommended

- Bowers, Jake, and Paul Testa. 2019. "Better Government, Better Science: The Promises and Challenges Facing the Evidence-Informed Policy Movement." *Annual Review of Political Science* 22:521-542.
- Keele, Luke. 2015. "The Statistics of Causal Inference: A View from Political Methodology." *Political Analysis* 23(3): 313-335.

Week 2 [February 1-3]: Holding Politicians Accountable

Tuesday

- Fearon, James. 1999. "Electoral Accountability and the Control of Politicians" in *Democracy, Accountability, and Representation* edited by Przeworski, Adam, Susan Stokes, and Bernard Manin. Cambridge: Cambridge University Press, 1999: 55-97.

Thursday

- Dunning, Thad, Guy Grossman, Macartan Humphreys, Susan Hyde, Craig McIntosh, and Gareth Nellis. 2019. "Voter Information Campaigns and Political Accountability: Cumulative Findings from a Pre-Registered Meta-Analysis of Coordinated Trials" *Science Advances* 5(7): eaaw2612
- Grossman, G., K. Michelitch. 2018. "Information Dissemination, Competitive Pressure, and Politician Performance between Elections: A Field Experiment in Uganda." *American Political Science Review* 112(2): 280-301.

Recommended

- Grossman, Guy, Macartan Humphreys, and Gabriella Sacramone-Lutz. 2014. ""I wld like u WMP to extend electricity 2 our village": On Information Technology and Interest Articulation." *American Political Science Review* 108(3): 688-705.

Week 3 [February 8-10]: Organizing Free and Fair Elections

Tuesday

- Simpser, Alberto. 2013. "Introduction," in *Why governments and parties manipulate elections. Theory Practice, and Implications*. Cambridge: Cambridge University Press.

Thursday

- Hafner-Burton, Emilie M., Susan D. Hyde, and Ryan S. Jablonski. 2014. "When do governments resort to election violence?" *British Journal of Political Science* 44(1): 149-179.
- Hyde, Susan D. and Angela O'Mahony. 2010. "International Scrutiny and Pre-Electoral Fiscal Manipulation in Developing Countries." *The Journal of Politics* 72(3): 690–704.

Recommended

- Cantú, Francisco. 2014. "Identifying Electoral Irregularities in Mexican Local Elections." *American Journal of Political Science* 58(4): 936-951.
- Ichino, Nahomi and Matthias Schundeln. 2012. "Deterring or Displacing Electoral Irregularities? Spillover Effects of Observers in a Randomized Field Experiment in Ghana." *The Journal of Politics* 74(1): 292–307.

Week 4 [February 15-17]: Building Strong (& Independent) Institutions: The Bureaucracy

Tuesday

- Pepinsky, Thomas B., Jan H. Pierskalla, and Audrey Sacks. 2017. "Bureaucracy and service delivery." *Annual Review of Political Science* 20: 249-268.

Thursday

- Dal Bó, Ernesto, Frederico Finan, and Martín A. Rossi. 2013. "Strengthening state capabilities: The role of financial incentives in the call to public service." *The Quarterly Journal of Economics* 128(3): 1169-1218. Read up to page 1175 & "Conclusions", feel free skim the rest.
- Oliveros, Virginia and Christian Schuster. 2018. "Merit, Tenure, and Bureaucratic Behavior: Evidence from a Conjoint Experiment in the Dominican Republic." *Comparative Political Studies* 51(6): 759–792.
- Toral, Guillermo. 2021. "The benefits of patronage: How the political appointment of bureaucrats can enhance their accountability and effectiveness." *Unpublished Manuscript*.

Recommended

- Gulzar, Saad, and Benjamin J. Pasquale. "Politicians, bureaucrats, and development: Evidence from India." *American Political Science Review* 111.1 (2017): 162-183.
- Grossman, Guy and Laura Paler. 2015. "Using Experiments to Study Political Institutions." *Handbook of Comparative Political Institutions*. (Gandhi, Jennifer, Ruiz-Runo, Ruben, Eds.): pages 84-97. Routledge.

Week 5 [February 22-24]: Processing Demands: Social Mobilization and Protests

Tuesday

- Carothers, Thomas, and Richard Youngs. 2015. *The complexities of global protests*. Vol. 8. Washington, DC: Carnegie Endowment for International Peace.

Thursday

- Machado, Fabiana, Carlos Scartascini, and Mariano Tommasi. 2011. "Political institutions and street protests in Latin America." *Journal of Conflict Resolution* 55(3): 340-365.
- Hochstetler, Kathryn. 2006. "Rethinking Presidentialism: Challenges and Presidential Falls in South America," *Comparative Politics* 38(4): 401-418.
- Aytaç, S. Erdem, Luis Schiumerini, and Susan Stokes. 2017. "Protests and Repression in New Democracies." *Perspectives on Politics* 15(1): 62-82.

Recommended

- Aytaç, S. Erdem, Luis Schiumerini, and Susan Stokes. 2017. "Why Do People Join Backlash Protests? Lessons from Turkey." *Journal of Conflict Resolution*: 1-24.
- Cornell, Agnes, and Marcia Grimes. 2015. "Institutions as incentives for civic action: Bureaucratic structures, civil society, and disruptive protests." *The Journal of Politics* 77(3): 664-678.
- Ayoub, Phillip M., Douglas Page, and Sam Whitt. 2021. "Pride amid Prejudice: The Influence of LGBT+ Rights Activism in a Socially Conservative Society." *American Political Science Review* 115(2): 467-485.

Week 6 [March 1-3]

[TUESDAY] MARCH 1: MARDI GRASS HOLIDAY – NO CLASS!

Thursday: Review for Midterm Exam

Week 7 [March 8-10]

TUESDAY: MIDTERM EXAM!

Thursday

- Scope Conditions Podcast. Episode 2.3: "Randomizing Together (Part 1)" with Tara Slough and Graeme Blair. URL: https://bit.ly/3IpglYD

Week 8 [March 15-17]: Fighting Poverty and Inequality

Tuesday

- Houle, Christian. 2009. "Inequality and Democracy: Why Inequality Harms Consolidation but Does Not Affect Democratization" *World Politics* 61(4): 589-622.

Thursday

- Imai, Kosuke, Gary King, and Carlos Velasco Rivera. 2020. "Do Nonpartisan Programmatic Policies Have Partisan Electoral Effects? Evidence from Two Large-Scale Experiments." *Journal of Politics* 82(2): 714-730.
- Banerjee, Abhijit, Esther Duflo, and Garima Sharma. 2021. "Long-Term Effects of the Targeting the Ultra Poor Program." *American Economic Review: Inisghts* 3(4): 471-486

Recommended

- Sen, Amartya. 1999. *Development as Freedom*. New York: Anchor Books. Introduction ("Development as Freedom") and Ch. 2 ("The Ends and Means of Development"): 3-13, 35-54.
- De La O, Ana L. 2013. "Do Conditional Cash Transfers Affect Electoral Behavior? Evidence from a Randomized Experiment in Mexico." *American Journal of Political Science* 57(1): 1-14.

Week 9 [March 22-24]: Curbing Clientelism

Tuesday

- Stokes, Susan C. 2005. "Perverse Accountability: A Formal Model of Machine Politics with Evidence from Argentina." *American Political Science Review* 99(3): 315-325.
- Auyero, Javier. 2000. "The Logic of Clientelism in Argentina: An Ethnographic Account." *Latin American Research Review* 35(3): 55-81.

Thursday

- Vicente, Pedro C. and Leonard Wantchekon. 2009. "Clientelism and vote buying. Lessons from field experiments from African elections." *Oxford Review of Economic Policy* 25(2): 292-305.
- Hidalgo, F. Daniel and Simeon Nichter. 2016. "Voter Buying: Shaping the Electorate through Clientelism." *American Journal of Political Science* 60(2): 436-455.

Recommended

- Wantchekon, Leonard. 2003. "Clientelism and voting behavior: Evidence from a field experiment in Benin." *World politics* 55(3): 399-422.
- Keefer, Philip. 2007. "Clientelism, Credibility and the Policy Choices of Young Democracies," *American Journal of Political Science* 51 (4): 804-21.

- Weitz-Shapiro, Rebecca. 2014. "Moving Toward Accountability? Comparative Perspectives and Policy Implications." In *Curbing Clientelism in Argentina: Politics, Poverty, and Social Policy*, Chapter 7: 150-166.

WEEK 10 [MARCH 29 - 31]: SPRING BREAK

Week 11 [April 5-7]: Curbing Corruption

Tuesday

- Muñoz, Jordi, Eva Anduiza, and Aina Gallego. 2016. "Why do voters forgive corrupt mayors? Implicit exchange, credibility of information and clean alternatives." *Local Government Studies* 42(4): 598-615.

Thursday

- Boas, T. C., Hidalgo, F. D. and Melo, M. A. 2018. "Norms versus Action: Why Voters Fail to Sanction Malfeasance in Brazil." *American Journal of Political Science* 63(2): 385-400
- Avis, Eric, Claudio Ferraz, and Frederico Finan. 2018. "Do Government Audits Reduce Corruption? Estimating the Impacts of Exposing Corrupt Politicians." *Journal of Political Economy* 126(5): 1912-1964
- Le Foulon, Carmen and Catherine Reyes-Housholder. 2021. "Candidate sex, corruption and vote choice." *Electoral Studies* 69(2): 102270

Recommended

- Anduiza, Eva, Aina Gallego, and Jordi Muñoz. 2013. "Turning a Blind Eye: Experimental Evidence of Partisan Bias in Attitudes Toward Corruption," *Comparative Political Studies* 46(12): 1664–92.
- Winters, Matthew S., and Rebecca Weitz-Shapiro. 2013. "Lacking information or condoning corruption: When do voters support corrupt politicians?" *Comparative Politics* 45(4): 418-436.
- Chong, Alberto, Ana L. De La O, Dean Karlan, and Leonard Wantchekon. 2014. "Does corruption information inspire the fight or quash the hope?" *The Journal of Politics* 77(1): 55-71.

Week 12 [April 12-14]: Dealing with Violence and its Legacies

Tuesday

- Fisman, Raymond, and Edward Miguel. 2008. "The Road back from War", chapter 7 in *Economic gangsters: corruption, violence, and the poverty of nations*. Princeton University Press: 158-185.

Thursday

- Blattman, Christopher. 2009. "From Violence to Voting: War and Political Participation in Uganda," *American Political Science Review* 103(2): 231-247.
- Lyall, Jason, Yang-Yang Zhou, and Kosuke Imai. 2020. "Can Economic Assistance Shape Combatant Support in Wartime? Experimental Evidence from Afghanistan." *American Political Science Review* 114(1): 126-143
- Scope Conditions Podcast. Episode 2.1: "Can Boosting State Capacity Curb Social Disorder?" with Anna Wilke. URL: https://bit.ly/32j8v3k

Recommended

- Miguel, Edward, Sebastián M. Saiegh, and Shanker Satyanath. 2011. "Civil war exposure and violence." *Economics & Politics* 23(1): 59-73.
- Gilligan, Michael J., Eric N. Mvukiyehe, and Cyrus Samii. 2013."Reintegrating rebels into civilian life: Quasi-experimental evidence from Burundi." *Journal of Conflict Resolution* 57(4): 598-626.
- Flores, Thomas Edward, and Irfan Nooruddin. 2012. "The effect of elections on postconflict peace and reconstruction." *The Journal of Politics* 74(2): 558-570.

Week 13 [April 19-21]: Improving Inclusion and Political Representation

Tuesday

- Krook, Mona Lena, and Diana Z. O'Brien. 2010."The politics of group representation: Quotas for women and minorities worldwide." *Comparative Politics* 42(3): 253-272.

Thursday

- Giné, Xavier, and Ghazala Mansuri. 2018. "Together We Will: Experimental Evidence on Female Voting Behavior in Pakistan." *American Economic Journal: Applied Economics* 10 (1): 207-35.
- Conroy-Krutz, Jeffrey and Devra C. Moehler. 2015, "Moderation from Bias: A Field Experiment on Partisan Media in a New Democracy." *Journal of Politics* 77(2): 575-587.
- Scope Conditions Podcast. Episode 1.1: "The Promise and Limits of Integroup Contact" with Salma Mousa. URL: https://bit.ly/33WfEHe

Recommended

- Gottlieb, J, Grossman G, Robinson AL. 2018. "Do Men and Women Have Different Policy Preferences in Africa? Determinants and Implications of Gender Gaps in Policy Prioritization." *British Journal of Political Science*, 48(3): 611-638.
- Tripp, Aili Mari, and Alice Kang. 2008. "The global impact of quotas: On the fast track to increased female legislative representation." *Comparative Political Studies* 41(3): 338-361.
- O'Brien, Diana Z., and Jennifer M. Piscopo. 2019. "The Impact of Women in

Parliament." *The Palgrave Handbook of Women's Political Rights*. Palgrave Macmillan, London. 53-72.

- Adida, Claire L., Nathan Combes, Adeline Lo, and Alex Verink. 2016. "The Spousal Bump: Do Cross-Ethnic Marriages Increase Political Support in Multiethnic Democracies?" *Comparative Political Studies* 49(5): 635-661.
- Rosenzweigh, Leah R. and Yang-Yang Zhou. 2021. "Team and Nation: Sports, Nationalism, and Attitudes Toward Refugees." *Comparative Political Studies* 54(12): 2123-2154.

Week 14 [April 26-28]: Cumulative Learning

Tuesday

- Deaton, Angus and Nancy Cartwright. 2018. "Understanding and misunderstanding randomized controlled trials." *Social Science & Medicine* 210: 2-21.

Thursday

- Banerjee, Abhijit, Esther Duflo, Nathanael Goldberg, et al. 2015. "A multifaceted program causes lasting progress for the very poor: Evidence from six countries." *Science* 348(6236): 1260799
- Slough, Tara, Daniel Rubenson, Ro'ee Levy, et al. 2021. "Adoption of community monitoring improves common pool resource management across contexts." *Proceedings of the National Academy of Sciences* 118(29): e2015367118.
- Dunning, Thad, Guy Grossman, Macartan Humphreys, et al. 2019. "Voter information campaigns and political accountability: Cumulative findings from a preregistered meta-analysis of coordinated trials." *Science Advances* 5(7): eaaw2612
- Blair, Graeme, Jeremy M. Weinstein, Fotini Christia, et al. 2021. "Community policing does not build citizen trust in police or reduce crime in the Global South." *Science* 374(6571): eabd3446

Week 15 [May 3]: NO CLASS MEETING

MAKE AN APPOINTMENT FOR OFFICE HOURS TO DISCUSS YOUR PAPERS!

MAY 7 [SATURDAY]: 12:00PM (AS SET BY THE REGISTRAR) FINAL PAPER IS DUE ON CANVAS

ADA/Accessibility Statement
Tulane University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please let me know immediately so that we can privately discuss options. I will never ask for medical documentation from you to support potential accommodation needs. Instead, to establish reasonable accommodations, I may request that you register with the Goldman Center for Student Accessibility. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **Goldman Center contact information:** goldman@tulane.edu; (504) 862-8433; accessibility.tulane.edu.

Code of Academic Conduct
The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Code of Academic Conduct and Code of Student Conduct) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

Religious Accommodation Policy
Both Tulane's policy of non-discrimination on the basis of religion and our core values of diversity and inclusion require instructors to make reasonable accommodations to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is never acceptable for an instructor to compel a student to choose between religious observance and academic work. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. It is the obligation of the student to provide faculty within the first two weeks of each semester their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. Exceptions to the requirement of a make-up examination must be approved in advance by the dean of the school in which the course is offered. A religious calendar is available.

Title IX
Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at allin.tulane.edu. Any and all of your communications on these matters will be treated as either "Confidential" or "Private" as explained in the chart below. Please know that if you choose to confide in me I am required by the university to share your disclosure in a Care Connection to the Office of Case Management and Victim Support Services to be sure you are connected with all the support the university can offer. The Office of University Sexual Misconduct Response and Title IX Administration is also notified of these disclosures. You choose whether or not you want to meet with these offices. You can also make a disclosure yourself, including an anonymous report, through the form at tulane.edu/concerns.

Confidential	Private
Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission. ▪ Counseling & Psychological Services (CAPS) | (504) 314-2277 ▪ The Line (24/7) | (504) 264-6074 ▪ Student Health Center | (504) 865-5255 ▪ Sexual Aggression Peer Hotline and Education (SAPHE) | (504) 654-9543	*Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.* ▪ Case Management & Victim Support Services | (504) 314-2160 or srss@tulane.edu ▪ Tulane University Police (TUPD) | Uptown - (504) 865-5911 | Downtown – (504) 988-5531 ▪ Office of University Sexual Misconduct Response and Title IX Administration | (504) 865-5611 or msmith76@tulane.edu ▪ Student Affairs Professional On-Call (24/7) | (504) 920-9900

Emergency Preparedness & Response

EMERGENCY NOTIFICATIONS: TU ALERT	SEVERE WEATHER
In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and/or phone call. You were automatically enrolled in this system when you enrolled at the university. Check your contact information annually in Gibson Online to confirm its accuracy.	▪ Follow all TU Alerts and outdoor warning sirens ▪ Seek shelter indoors until the severe weather threat has passed and an all-clear message is given ▪ Do not use elevators ▪ Do not attempt to travel outside if weather is severe Monitor the Tulane Emergency website (tulane.edu/emergency/) for university-wide closures during a severe weather event
ACTIVE SHOOTER / VIOLENT ATTACKER	**EVERBRIDGE APP**
▪ **RUN** – run away from or avoid the affected area, if possible ▪ **HIDE** – go into the nearest room that can be locked, turn out the lights, and remain hidden until all-clear message is given through TU ALERT ▪ **FIGHT** – do not attempt this option, except as a last resort ▪ For more information or to schedule a training, visit emergencyprep.tulane.edu	▪ Download the Everbridge app from the App Store or Google Play store ▪ The Report feature allows you to silently and discreetly communicate with TUPD dispatchers ▪ The SOS button allows you to notify TUPD if you need help ▪ The Safe Corridor button serves as a virtual escort and allows you to send check-in notifications to TUPD

From: Tulane Office of emergency preparedness and response