

**DEMOCRACY IN LATIN AMERICA (POLC 4010)**  
**FALL 2021**  
**MONDAYS AND WEDNESDAYS, 3:00PM-4:15PM**

Professor: Virginia Oliveros (she/her)

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Office: Political Science Department, 311 Norman Mayer Building

Office Hours (on zoom): Mondays & Wednesdays, 1:30-2:30

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Zoom for office hours: <https://tulane.zoom.us/my/virginiaoliveros>

### **COURSE DESCRIPTION AND GOALS**

Most countries in Latin America have been democratic for more than three decades, and yet the quality of those democracies varies substantially both within and across countries. In this class, we will focus on democratic quality in modern Latin America, highlighting its failures as well as its successes. We will study the specific issues that touch on the quality of democracy in the region: political institutions and horizontal accountability, elections and vertical accountability, the representation of historically marginalized groups, and the current ideological and democratic map of the region. Over the course of the semester, we will study both broad trends and cross-country diversity through the study of select cases, including Argentina, Bolivia, Brazil, Chile, Mexico, and Venezuela. By the end of the semester, students will have a good general understanding of the politics of the region since the early 1980s. At the same time, students will be able to evaluate and compare the different arguments that seek to explain variation in democratic quality within and across countries in Latin America. While achieving these two main goals, this course also prepares students to make, evaluate, and compare arguments about politics more generally.

### **LEARNING OBJECTIVES**

After completing this course, students will be able to:

1. Have a good understanding of the politics of the region since the 1980s, particularly with respect to Argentina, Bolivia, Brazil, Chile, Mexico, and Venezuela.
2. Discuss, evaluate and compare the different arguments in the Latin American literature about the quality of democracy both within and across countries in Latin America

## REQUIREMENTS

Assignment	Date	Percent
Participation & Attendance		5%
Exam 1	October 4	20%
Exam 2	December 8	20%
Short paper proposal	October 11	5%
Presentations (short videos)	November 17	10%
Peer review of videos	November 19	5%
Draft Paper (only WI)	November 29	-
Final Paper	December 13	35%

### 1. PARTICIPATION AND ATTENDANCE (5%)

You are expected to have done the required readings (or watch the movies/documentaries) by the day listed on the syllabus to be able to actively participate in 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. EXAMS (20%\*2)

Exam 1 will take place on **October 4** and will cover the material discussed up to Week 6. Exam 2 will take on **December 8** and will cover the material discussed in Weeks 8-16. The format of the exams will be discussed the week before the exams. There will be no make-up exams unless you have a documented medical excuse. Make travel plans accordingly. The plan is to have the exams in class, but if things get messy with COVID, we will do take home exams.

### 3. PEER REVIEW (5%)

You are expected to provide peer review comments on your peers’ video presentations (**November 19**).

### 4. PAPER PROPOSAL (5%), (VIDEO) PRESENTATION (10%), & FINAL PAPER (35%)

The final research paper (15 pages) will be on a topic of interest to you in contemporary Latin American politics and will build on established research on that question in the field. You should begin working on your paper early in the semester, and you are expected to meet with me at least once to talk about the topic (the sooner the better!). Once I approved the topic, you will (1) write a short proposal (**October 11**) that will be revised as needed (your final grade will be an average of the original and the revised version, if one is needed) (2) present your research paper to the class in a video (**November 17**), (3) meet with me to discuss the final paper and get feedback on presentations, and finally (4) write an original research paper (**December 13**). Students taking the class for writing intensive must submit a draft of the paper (7-8 pages) for comments and feedback on **November 29**. We will be discussing all this in detail in class.

## CLASS POLICIES

**Readings:** Students are expected to read each of the required readings carefully before class and be prepared to discuss them. 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? All readings will be available on Canvas. Most documentaries and movies are either accessible via the library or they are online.

**Attendance:** Regular attendance is required. If you miss a class or two, you do not need to tell me. 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 me know if you are having trouble keeping up.

**Recording of Class Sessions:** It's hard to predict how the semester will go. The current policy for this class is recording class only for those students that are missing class for any COVID related issue. Please, email me at least 2 hours before class if that's your case. If no one is missing class due to COVID, there will be no recording. The class recording will only be available to those under COVID quarantine. If you miss class for any other reason, please ask another student for the notes.

**Make-up Exams:** There will be no make-up exams unless you have a documented medical excuse.

**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 me 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 &
		B-	80-82	C-	70-72	D-	60-62	below

**Disputing grades:** I am happy to go over any exam or paper with you to help you to improve for the following assignment or the final paper. Indeed, I encourage you to set an appointment with me to do so, especially if you think that you 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.

**Office Hours:** You are welcome to meet with me about the class, your research, or your professional development at any point during the semester. To set an appointment, please go to <https://virginiaoliveros.youcanbook.me>. All meetings at <https://tulane.zoom.us/my/virginiaoliveros>. If you need to discuss something sensitive and you rather do it in person, please, send me an email and we can set an appointment to meet outside (my office is rather small and the windows do not open).

**\*\*COURSE SCHEDULE (SUBJECT TO CHANGE IF/AS NEEDED)\*\***

**INTRODUCTION**

**Week 1 [August 23-25]: Introduction to the Class**

**[Monday]: Introduction and class expectations**

- Syllabus!

**[Wednesday]: Democracy and Autocracy in the 20th Century**

- Smith, Peter. 2012. *Democracy in Latin America: Political Change in Comparative Perspective*. Oxford University Press: "Introduction" and "Cycles of Electoral Democracy" (Chapter 1).

**Recommended:**

- Mahoney, James. 2003. "Long-Run Development and the Legacy of Colonialism in Spanish America." *American Journal of Sociology* 109(1): 50-106.
- Karl, Terry Lynn. 1990. "Dilemmas of democratization in Latin America." *Comparative Politics* 23(1): 1-21.
- Song: Calle 13 – Latinoamérica <https://www.youtube.com/watch?v=DkFJE8ZdeG8>
- Movie: También la Lluvia (Even the Rain, 2010) – available as a DVD on the library and on Netflix. Trailer: <https://www.youtube.com/watch?v=8aQY-HLMg8g>

**PART I: DEMOCRATIC INSTITUTIONS AND HORIZONTAL ACCOUNTABILITY**

**Week 2 [August 30-September 1]: Presidents, Congresses, and their Difficult Interactions**

**[Monday]**

- Mainwaring, Scott. 1993. "Presidentialism, Multipartyism, and Democracy: The Difficult Combination." *Comparative Political Studies* 26(2): 198-228.
- Hochstetler, Kathryn. 2006. "Rethinking Presidentialism: Challenges and Presidential Falls in South America." *Comparative Politics* 38(4): 401-418.

**[Wednesday]**

- Helmke, Gretchen. 2020. "Presidential Crises in Latin America," in Brinks, Levitsky, and Murillo (eds): *The Politics of Institutional Weakness in Latin America*. New York: Cambridge University Press: 98-118.
- Documentary "The Edge of Democracy" (Brazil. 2019) on Netflix

**Recommended**

- Pérez-Liñán, Aníbal. 2005. "Democratization and Constitutional Crises in Presidential Regimes: Towards Congressional Supremacy?" *Comparative Political Studies* 38(1): 51-74.
- Pérez-Liñán, Aníbal, and John Polga-Hecimovich. 2017. "Explaining military coups and impeachments in Latin America." *Democratization* 24(5): 839-858.

### **Week 3 [Sept 6-8]: The Judiciary**

#### **[MONDAY]: LABOR DAY – NO CLASS**

#### **[Wednesday]**

- Pérez-Liñán, Aníbal, and Andrea Castagnola. 2009. "Presidential control of high courts in Latin America: A long-term view (1904-2006)." *Journal of Politics in Latin America* 1(2): 87-114.
- Ríos-Figueroa, Julio. 2007. "Fragmentation of Power and the Emergence of an Effective Judiciary in Mexico, 1994–2002." *Latin American Politics and Society* 49(1): 31-57.

#### *Recommended*

- Gargarella, Roberto. 2017. "Constitutional Changes and Judicial Power in Latin America." In Falleti, Tulia and Emilio Parrado (eds), *Latin America Since the Left Turn*. Philadelphia: University of Pennsylvania Press: 189-213.
- Documentary: *Presunto Culpable* by Roberto Hernández y Geoffrey Smith (Mexico 2008).

### **Week 4 [September 13-15]: State of Violence? Police, Drug Trafficking, and Cartels**

#### **[Monday]: Drug Trafficking and Cartels**

- Schedler, Andreas. 2014. "The criminal subversion of Mexican democracy," *Journal of Democracy* 25(1), pp 5-18
- Yashar, Deborah J. 2018. *Homicidal ecologies: illicit economies and complicit states in Latin America*. New York: Cambridge University Press. Chapter 1.

#### **[Wednesday]: Police as the Problem**

- Brinks, Daniel. 2006. "The Rule of (Non) Law: Prosecuting Police Killings in Brazil and Argentina." *Informal Institutions and Democracy: Lessons from Latin America*. Ed. Gretchen Helmke and Steven Levitsky. Baltimore: Johns Hopkins University Press, pp 201-226.
- "Brazil Must Address Its Own Racist Police Violence" (Foreign Policy, July 2020)

#### *Recommended*

- Trejo, Guillermo, & Sandra Ley. 2018. "Why Did Drug Cartels Go to War in Mexico? Subnational Party Alternation, the Breakdown of Criminal Protection, and the Onset of Large-Scale Violence." *Comparative Political Studies*, 51(7): 900–937.
- Yashar, Deborah "Violence in Latin America" (April 30, 2012)

## PART II: REPRESENTATION, ELECTIONS, AND VERTICAL ACCOUNTABILITY

### Week 5 [September 20-22]: Elections, Parties, and Clientelism

#### [Monday]: Parties and Party Systems

- Lupu, Noam. 2015. "Partisanship in Latin America," in *The Latin American Voter*, eds. Ryan E. Carlin, Matthew M. Singer, and Elizabeth J. Zechmeister. Ann Arbor: University of Michigan Press: 226-245.
- Levitsky, Steven, James Loxton, and Brandon Van Dyck. 2016. "Introduction: Challenges of Party-Building in Latin American." In Levitsky, Steven, James Loxton, Brandon Van Dyck, and JD, eds. *Challenges of party-building in Latin America*. New York: Cambridge University Press: 1-26.

#### [Wednesday]: Elections and Clientelism

- Auyero, Javier. 2000 "The logic of clientelism in Argentina: An ethnographic account." *Latin American Research Review* 35(3): 55-81.

### Week 6 [September 27- 29]: Protests

#### [Monday]

- Moseley, Mason. W. 2015. "Contentious engagement: Understanding protest participation in Latin American democracies." *Journal of Politics in Latin America*, 7(3), 3-48.
- "Chile's streets are filled with protests. How did a 4 percent fare hike set off such rage?" (Alisha Holland, WP 11/1/2019).
- "Few Chileans have a voice in Government that's why so many are in the streets" (WP, 11/5/2019).
- "Chile at the Barricades" (The New Yorker, 10/5/2020).

#### [WEDNESDAY]: NO IN PERSON CLASS – PROFESSOR AT APSA

- **Class activity:** Listen to The Daily "Capitalism On Trial in Chile" (11/15/2021)

#### *Recommended:*

- Machado, Fabiana, Carlos Scartascini, and Mariano Tommasi. 2011. "Political institutions and street protests in Latin America." *Journal of Conflict Resolution* 55(3): 340-365.
- Documentary: "La Revolución de los Pingüinos" (in Spanish) by Jaime Díaz Lavanchy (Chile, 2008). <https://vimeo.com/167828838>

### Week 7 [October 4-6]

#### [MONDAY]: EXAM 1

#### [Wednesday]: Research Paper

- Guidelines for research paper

## PART III: REPRESENTING EVERYONE?

### Week 8 [October 11-13]

#### [MONDAY]: NO IN PERSON CLASS

Instead of class I will hold extended office hours for last minute questions about the Paper Proposal. Make an appointment.

- **Class activity:** Watch Movie *Machuca* (Chile, 2004), by Andrés Wood. On Netflix.

#### SHORT PAPER PROPOSAL IS DUE ON CANVAS BY MIDNIGHT

#### [Wednesday]: The Poor—Poverty, Inequality, and Anti-poverty Policies

- Díaz-Cayeros, Alberto and Beatriz Magaloni. 2009. "Aiding Latin America's Poor." *Journal of Democracy* 20(4): 36-49.
- Garay, Candelaria, 2016. "Introduction" in *Social Policy Expansion in Latin America*. Oxford: Oxford University Press: 1-27.

#### Recommended

- De La O, Ana Lorena. 2015. "The Universe of Cash Transfer Programs" (Chapter 2), in *Crafting policies to end poverty in Latin America: The Quiet Transformation*. New York: Cambridge University Press: 24-43.
- Garay, Candelaria, 2016. "Electoral Competition for Outsiders, Conservative power, and Restrictive Social Policy in Chile" (Chapter 7) in *Social Policy Expansion in Latin America*, Oxford: Oxford University Press.
- Chile Can't Wait Longer for a New Constitution (*Americas Quarterly*, 10/7/2020)

### Week 9 [October 18-20]: Women and LGBTQ community—Women's Representation, Abortion, and LGBTQ Rights

#### [Monday]

- Franceschet, Susan and Jennifer M. Piscopo. 2008. "Gender Quotas and Women's Substantive Representation: Lessons from Argentina," *Politics & Gender* 4 (3): 393-425.
- Daby, Mariela and Mason W. Moseley. 2021. "Feminist Mobilization and the Abortion Debate in Latin America: Lessons from Argentina." *Politics & Gender*: 1-35.

#### Recommended

- "Argentina's new pensions programme pays women for caregiving" (Aljazeera, 8/5/2021)
- "In Argentina, a Push to Make the Economy Work for Women" (*Americas Quarterly*, 6/9/2020)
- "Mexican Women Are Furious. AMLO Should Start Listening" (*Americas Quarterly*, 10/6/2020)

### [Wednesday]

- Corrales, Javier. 2020. "The expansion of LGBT rights in Latin America and the Backlash." *The Oxford handbook of global LGBT and sexual diversity politics*: 185-200.
- Argentina issues first non-binary national identification documents, passports (Buenos Aires Times, 7/21/2021)

#### Recommended:

- Documentary *Que Sea Ley* (Let it Be Law), by Juan Solanas (Argentina, 2019).
- "Six Reasons Why Argentina Legalized Gay Marriage First" (*American Quarterly*, 7/30/2010)

### **Week 10 [October 25-27]: Indigenous Peoples—Indigenous Politics and Indigenous Movements**

#### [Monday]

- Van Cott, Donna Lee. 2007. "Latin America's indigenous peoples." *Journal of Democracy* 18(4): 127-142
- "How the recent protest in Chile legitimizes the historic struggle of the mapuche" (The Oxford University Politics Blog, 11/14/2019)
- "Mexico's Messy Reckoning with Racism" (*Americas Quarterly*, 6/22/2020)

#### [Wednesday]

- Watch the documentary "Cocalero" (2007), by Alejandro Landes.
- Madrid, Raul. 2016. "Obstacles to Ethnic Parties in Latin America." In Levitsky, Steven, James Loxton, Brandon Van Dyck, and J.D., eds. *Challenges of party-building in Latin America*. New York: Cambridge University Press.
- Anria, Santiago. 2016. "Delegative Democracy Revisited: More Inclusion, Less Liberalism in Bolivia." *Journal of Democracy* 27(3): 99-108

### **Week 11 [November 1-3]: Afrolatinos—Race and Black Citizenship in Latin America**

#### [Monday]:

- Hooker, Juliet. 2005. "Indigenous inclusion/black exclusion: Race, ethnicity and multicultural citizenship in Latin America." *Journal of Latin American Studies* 37(2): 285-310.
- "Time to challenge Argentina's white European self-image, black history experts say" (The Guardian, May 2021).
- To listen: "Brazil in Black And White" (NPR, 8/14/17)

#### **[WEDNESDAY]: NO IN PERSON CLASS**

Instead of in person class I will hold extended office hours to discuss progress on your papers. Please, make an appointment.

- **Class activity:** Watch "Hiding in Plain Sight" (talk by Erika Edwards, 10/5/2020).

## PART IV: FROM LEFT & RIGHT TO DEMOCRATIC EROSION & AUTHORITARIAN REGIMES

### Week 12 [November 8-10]: From Left to Right?

#### [Monday]: The “New” Left

- Levitsky, Steven and Roberts, Kenneth. 2011. “Latin America’s ‘Left Turn’: A Framework for Analysis.” In Levitsky and Roberts (eds.). *The Resurgence of the Latin American Left*. Baltimore: Johns Hopkins University Press: 1-28.

#### [Wednesday]: Back to the Right?

- Murillo, María Victoria & Steven Levitsky. 2019. “Partisan realignment in Argentina.” In Lupu, Oliveros, & Schiumerini (eds.), *Campaigns and Voters in Developing Democracies: Argentina in Comparative Perspective*. Ann Harbor: University of Michigan Press: 28-52.
- “Scandals, protest, weak growth: Is Latin America’s left in retreat?” (*The Guardian*, 3/22/2015).
- “What Macri’s Exit Would Mean for Latin America’s “Moderate Right”” (*Americas Quarterly*, 10/7/2019)
- Watch John Oliver on the election that got Bolsonaro in power: “Brazilian Elections: Last Week Tonight with John Oliver (HBO)”, October 7. 2018.

### Week 13 [November 15-17]

#### [Monday]: Variation in Responses to COVID across the region

- Giraudy, Agustina, Sara Niedzwiecki, and Jennifer Pribble, “How Political Science Explains Countries’ Reactions to Covid-19” (*Americas Quarterly* 4/ 30/2020)
- Lustig, Nora and Mart Trasberg. 2021. "How Brazil and Mexico Diverged on Social Protection in the Pandemic." *Current History* 120(823): 57-63.
- Watch: “Latin America: Social Policy and Political Regimes in the Wake of COVID-19” (Talk at ILAS, 9/27/2020).

#### *Recommended*

- Borges, Bibi, “How Maduro Is Using COVID-19 to Silence His Opponents Even Further” (*Americas Quarterly*, 7/ 21/2020)
- Stokes, Susan. “Would-Be Authoritarians and the Pandemic in the Americas,” Guillermo O’Donnell Prize Lecture, LASA International Congress, May 27, 2021.
- Listen to The Daily: “What went wrong in Brazil” (7/2/2020)

#### [WEDNESDAY]: NO IN PERSON CLASS

**SHORT VIDEOS ARE DUE.** Post short videos with your paper presentations on Canvas before class time (3pm)

- **Class activity:** Watch the videos!
- **Assignment:** Peer review of students’ 2 presentations of research papers

**PEER REVIEWS OF VIDEOS ARE DUE BY FRIDAY AT MIDNIGHT**

## WEEK 14 [NOVEMBER 22-24]: NO CLASS - THANKSGIVING

### Week 15 [November 29 - December 1]: From Democratic Erosion to Authoritarian Regimes

**DRAFT PAPERS ARE DUE.** Only for those taking the class as writing intensive. Due on Canvas by 3pm.

#### [Monday]: Rising Discontent, Democratic Erosion & Illiberal Backlash—Brazil and the Andes

- Levitsky, Steven and James Loxton. 2013. "Populism and Competitive Authoritarianism in the Andes." *Democratization* 20(1): 107-136.
- Hunter, Wendy and Timothy J. Power. 2019 (January). "Bolsonaro and Brazil's Illiberal Backlash." *Journal of Democracy* 30(1).
- Listen to: "Trump of the Tropics': How Brazil's President Came to Power" (The Daily, 3/20/2019)

#### *Recommended*

- Anria, Santiago and Ken Roberts. "The Difficult—if not Impossible— Game of Bolivian politics" (AulaBlog, 8/12/2020).
- Bermeo, Nancy. 2016. "On Democratic Backsliding." *Journal of Democracy*, 27(1), 5-19.
- Rennó, Lucio. 2020. "The Bolsonaro Voter: Issue Positions and Vote Choice in the 2018 Brazilian Presidential Elections." *Latin American Politics and Society*, 62(3), 1.

#### [Wednesday]: New and Old Authoritarian Regimes—Cuba, Nicaragua, and Venezuela

- Velasco Guachalla, V. Ximena, Calla Hummel, Sam Handlin, and Amy Erica Smith. 2021. "Latin America Erupts: When Does Competitive Authoritarianism Take Root?" *Journal of Democracy* 32(3): 63-77.
- Corrales, Javier. 2020. "Authoritarian Survival: Why Maduro Hasn't Fallen." *Journal of Democracy* 31(3): 39-53.
- Listen: "Cubans Take the Streets" (The Daily, 7/15/21)

### Week 16: [December 6 - December 8]

#### [Monday]: Wrapping up

- TBD

**[WEDNESDAY]: LAST DAY OF CLASSES! EXAM 2**

**DECEMBER 13: BY 12:00PM - FINAL RESEARCH 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](mailto:goldman@tulane.edu); (504) 862-8433; [accessibility.tulane.edu](http://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](http://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](http://tulane.edu/concerns).

Confidential	Private
<p><i>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.</i></p> <ul style="list-style-type: none"> <li>▪ Counseling &amp; Psychological Services (CAPS)   (504) 314-2277</li> <li>▪ The Line (24/7)   (504) 264-6074</li> <li>▪ Student Health Center   (504) 865-5255</li> <li>▪ Sexual Aggression Peer Hotline and Education (SAPHE)   (504) 654-9543</li> </ul>	<p><i>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.</i></p> <ul style="list-style-type: none"> <li>▪ Case Management &amp; Victim Support Services   (504) 314-2160 or <a href="mailto:srss@tulane.edu">srss@tulane.edu</a></li> <li>▪ Tulane University Police (TUPD)   Uptown - (504) 865-5911   Downtown – (504) 988-5531</li> <li>▪ Office of University Sexual Misconduct Response and Title IX Administration   (504) 865-5611 or <a href="mailto:msmith76@tulane.edu">msmith76@tulane.edu</a></li> <li>▪ Student Affairs Professional On-Call (24/7)   (504) 920-9900</li> </ul>

### Emergency Preparedness & Response

EMERGENCY NOTIFICATIONS: TU ALERT	SEVERE WEATHER
<p>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.</p> <p>Check your contact information annually in Gibson Online to confirm its accuracy.</p>	<ul style="list-style-type: none"> <li>▪ Follow all TU Alerts and outdoor warning sirens</li> <li>▪ Seek shelter indoors until the severe weather threat has passed and an all-clear message is given</li> <li>▪ Do not use elevators</li> <li>▪ Do not attempt to travel outside if weather is severe</li> </ul> <p>Monitor the Tulane Emergency website (<a href="http://tulane.edu/emergency/">tulane.edu/emergency/</a>) for university-wide closures during a severe weather event</p>
ACTIVE SHOOTER / VIOLENT ATTACKER	EVERBRIDGE APP
<ul style="list-style-type: none"> <li>▪ <b>RUN</b> – run away from or avoid the affected area, if possible</li> <li>▪ <b>HIDE</b> – 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</li> <li>▪ <b>FIGHT</b> – do not attempt this option, except as a last resort</li> <li>▪ For more information or to schedule a training, visit <a href="http://emergencyprep.tulane.edu">emergencyprep.tulane.edu</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Download the Everbridge app from the App Store or Google Play store</li> <li>▪ The Report feature allows you to silently and discreetly communicate with TUPD dispatchers</li> <li>▪ The SOS button allows you to notify TUPD if you need help</li> <li>▪ The Safe Corridor button serves as a virtual escort and allows you to send check-in notifications to TUPD</li> </ul>

**From: Tulane Office of emergency preparedness and response**