Spring 2026 Course Syllabus – International Relations

Course	PSCI 3328.001
Course Title	International Relations
Instructor	Mr. Giuseppe Peressotti
TA	Mr. Partha Chowdhury
Term	Spring 2026: January 20 – May 15
Class Time	Monday & Wednesday: 11:30 AM - 12:45 PM, GR 3.302

Professor/TA Contact Information & Office Hours

Office Location	GR 3.314 (both Instructor and TA)
Instructor Email	Giuseppe.peressotti@utdallas.edu
TA Email	Partha.Chowdhury@UTDallas.edu
Office Hours (TA)	Wednesday, 4pm – 6pm (walk-ins, main channel)
Office Hours (Instructor)	Check-in by sending an email beforehand, and we can schedule an offline or online meeting if needed.

Course Description

Almost every aspect of our lives is not just touched but radically transformed by political interactions of global scope. This course helps students make sense of those global political interactions through introducing them to the history, core concepts, and major contemporary challenges of international relations. It focuses on key enduring questions that international relations scholars have been asking for centuries: why does war occur? Why do some nations and not others prosper economically? What forms of international society are most conducive to human flourishing? Through readings, discussion, engaged exercises, and joint reflection the course seeks to equip students to meaningfully join the rich scholarly tradition that has sought to better understand these questions as a key part of engaged citizenship.

Student Learning Objectives/Outcomes

Upon The goal of this course is to give you a solid foundation in the context, core concepts, key issues, and contemporary challenges in international relations. By the end of the course you should have achieved the following objectives:

1. You will have a strong understanding of how today's international system came about and be conversant with the central concepts scholars use to understand it, including anarchy, soft and hard power, and levels of analysis
2. You will understand the major features of the international system, including international conflict, international economics, international organizations, and international law

3. You will be able to apply the concepts and features from the first two learning objectives to better understand current events and some of the major challenges in today's international system
4. You will be able to effectively and insightfully apply your own research, analysis, and critical thinking to the international system

Required Materials and Readings Policy

There is **no required textbook** for this course. All required readings are available at no cost to students through eLearning, the UTD Library, or publicly accessible online sources. Students are expected to complete the assigned **required readings before the first class meeting of the week** in which they appear on the schedule and be prepared to discuss their main arguments and concepts in class. Readings marked as recommended are optional but strongly encouraged, as they provide additional context, depth, or alternative perspectives on course topics.

Some readings in this course are written for professional scholars and may be conceptually dense (and physically long). Students are encouraged to make a good-faith effort to read and understand all assigned materials. Readings <mark>highlighted in yellow</mark> on the syllabus indicate particularly dense or technical material; for these readings, strategic skimming and the use of AI tools (such as ChatGPT) to assist with summaries or explanations are acceptable **after attempting to engage with the text directly**. If AI tools are used, students are responsible for **checking the accuracy of summaries and explanations**, ensuring that no incorrect or hallucinated information is relied upon. The goal is to understand the central arguments and concepts rather than every technical detail. AI tools should be used as study aids, not substitutes for engagement, and AI-generated content may not be submitted as original written work unless explicitly permitted (see AI policy below).

Access to a laptop, tablet, or comparable device is required for this course. The midterm and final examinations will be administered in class but online via eLearning. Students must bring an appropriate device to class on exam days in order to complete these assessments. Students who anticipate difficulty meeting this requirement should contact the instructor early in the semester to discuss available options.

The instructor may update or modify assigned readings during the semester; when this occurs, students will be given at least one week's notice, and the revised syllabus will be posted on eLearning.

Course Schedule

1. *Text in* **Red** *indicates that there is no class for a given day/week*
2. *Text in* **Green** *indicates that there is an important deadline and/or an exam date*
3. *Readings* <mark>*highlighted in yellow*</mark> *indicate particularly dense or technical material; for these readings,* **strategic skimming and AI-assisted summaries are acceptable**.

Week 1. January 21 (W) - Introduction: What Is International Politics?

No required readings.

Week 2. January 26 (M) & January 28 (W) - Where Did the Current International System Come From?

<u>Required Reading</u>

- Erik Ringmar, *History of International Relations: A Non-European Perspective*
  - Chapter 1: "Introduction"
  - Chapter 6: "Africa"
  - Chapter 8: "European Expansion"

<u>Recommended Reading</u>

- Andreas Osiander, "Sovereignty, International Relations, and the Westphalian Myth"
- Barry Buzan and Richard Little, "World History and the Development of Non-Western International Relations Theory"
- Adam Watson, *The Evolution of International Society*, Chapter 1 and Chapter 17

DEADLINE: complete form with IR-related interests by January 29 at 11:59pm

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Week 3. February 2 (M) & February 4 (W) - Anarchy and Hierarchy

<u>Required Reading</u>

- Kenneth Waltz, *Theory of International Politics*, Chapter 5
- Helen Milner, "The Assumption of Anarchy in International Relations Theory: A Critique"
- Alexander Wendt, "Anarchy Is What States Make of It: The Social Construction of Power Politics"

<u>Recommended Reading</u>

- David Lake, *Hierarchy in International Relations*, Chapter 1
- Jack Donnelly: "Elements of the Structures of International Systems" (pages 609-622)

Week 4. February 9 (M) & February 11 (W) – Power in Context

<u>Required Reading</u>

- Joseph Nye, "Hard, Soft and Smart Power"

- Amitav Acharya, "Hierarchies of Weakness: The Social Divisions that Hold Countries Back."
- John Mearsheimer, *The Tragedy of Great Power Politics*, Chapter 2: "Anarchy and the Struggle for Power"

Recommended Reading

- Michael Barnett and Raymond Duvall, "Power in International Politics"
- Michael Beckley, "The Power of Nations: Measuring What Matters"
- Hans Morgenthau, *Politics Among Nations: The Struggle for Power and Peace*, Chapter 1

Week 5. February 16 (M) & February 18 (W) – Levels of Analysis: on Actors and Norms

Required Reading

- Carmen Gebhard. "One World, Many Actors: Levels of Analysis in International Relations." Pages 32-45 in Stephen McGlinchey "International Relations."
- Kenneth Waltz, *Man, the State, and War*, Introduction
- Martha Finnemore and Kathryn Sikkink, "International Norm Dynamics and Political Change"

Recommended Reading

- Kenneth Waltz, *Man, the State, and War*, Chapter 2
- J. David Singer, "The Level-of-Analysis Problem in International Relations"

DEADLINE: submit project proposal by February 20 at 11:59pm

Week 6. February 23 (M) & February 25 (W) - Who Matters? Identity, Gender, and Race in World Politics

Required Reading

- Cynthia Enloe, "Gender Makes the World Go Round: Where Are the Women?"
- Ted Hopf, "The Promise of Constructivism in International Relations Theory"
- Kelebogile Zvobgo and Meredith Loken, "Why Race Matters in International Relations"

Recommended Reading

- W. E. B. Du Bois, "The African Roots of War"
- Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals"
- Sankaran Krishna, "Race, Amnesia, and the Education of International Relations"
- Robert Vitalis, "The Graceful and Generous Liberal Gesture: Making Racism Invisible in American International Relations"

Week 7. March 2 (M) & March 4 (W) — Why do we wage war? (And why we don't)

Required Reading

- Christopher Blattman: *Why We Fight*: "Introduction" and "Why We Don't Fight"
- ==James Fearon: "Rationalist Explanations for War."==
- Tanisha Fazal: "The Return of Conquest? Why the Future of the Global Order Hinges on Ukraine."

Recommended Reading

- The rest of *Why We Fight*
- Carl von Clausewitz, *On War*, Book I, Chapter 1 ("What Is War?")
- Patrick McDonald, "Peace through Trade or Free Trade?"

Week 8. March 9 (M) & March 11 (W) — Midterm Week

Monday

- **Midterm Review in class — Review of what we covered + sample questions**

Wednesday

- **In-class exam (standard class hours, bring your laptop)**

Week 9. March 16 (M) & March 18 (W) - Spring Break (NO CLASS)

Week 10. March 23 (M) & March 25 (W) - How Has International Conflict Changed? (Terrorism, Civil War, State Fragility)

Required Reading

- Barbara Walter, "The New New Civil Wars"
- Comfort Ero and Alan Boswell. "South Sudan's Dismal Tenth Birthday: The World's Youngest Country Needs an Overhaul."
- Katherine Brown. "Transnational Terrorism." Pages 152-162 in Stephen McGlinchey "International Relations."

Recommended Reading

- Martha Crenshaw. "The Causes of Terrorism."
- Monica Duffy Toft, "Ending Civil Wars: A Case for Rebel Victory?"

- Hazem Adam Ghobarah, Paul Huth, and Bruce Russett. "Civil Wars Kill and Maim People – Long After the Shooting Stops."

Week 11. March 30 (M) & April 1 (W) - International Political Economy: How does international trade and finance work?

Required Reading

- Jeffry Frieden, David Lake, and Lawrence Broz, *International Political Economy: Perspectives on Global Power and Wealth.* "Introduction" and "Chapter 1"
- Gunter Walzenbach. "Global Political Economy." Pages 87-97 in Stephen McGlinchey "International Relations."
- Michael Hiscox. "The Domestic Sources of Foreign Economic Policies."

Recommended Reading

- Niccolo Bonifai, Irfan Nooruddin, and Nita Rudra. "The Hidden Threat to Globalization: Why the Developing World is Turning Against Free Trade."
- Dani Rodrik, "Why Does Globalization Fuel Populism?"

Week 12. April 6 (M) & April 8 (W) - International Organizations and International Law

Required Reading

- Robert Keohane, *After Hegemony*, Chapter 6: "A Functional Theory of Regimes"
- Shazelina Abigin. "International Organizations." Pages 71-77 in Stephen McGlinchey "International Relations.
- Council on Foreign Relations. "What is International Law?"

Recommended Reading

- Madeleine Albright. "Think Again: The United Nations."
- Hannah Ryder, Anna Baisch, and Ovigwe Eguegu. "Decolonizing the United Nations Means Abolishing the Permanent Five."
- Mira Rapp-Hooper: "Parting the South China Sea: How to Uphold the Rule of Law."
- Knut Traisbach. "International Law" Pages 57-71 in Stephen McGlinchey International Relations.

DEADLINE: submit project first draft by April 10 at 11:59pm

Week 13. April 13 (M) & April 15 (W) - Transnational Authoritarianism

Required Reading

- Anne Applebaum: "The Bad Guys Are Winning"
- Alexander Cooley and Daniel H. Nexon. "The Real Crisis of Global Order: Illiberalism on the Rise."

<u>Recommended Reading</u>

- Anna Luhrmann and Staffan Lindberg: "A Third Wave of Autocratization is Here: What is New About It?"
- Christopher Walker and Jessica Ludwig: "The Long Arm of the Strongman: How China and Russia Use Sharp Power to Threaten Democracies."

Week 14. April 20 (M) & April 22 (W) - Existential Risk – Nuclear Weapons, Climate Change – and maybe AI?

<u>Required Reading</u>

- Nina Tannenwald, "The Nuclear Taboo: The United States and the Non-Use of Nuclear Weapons Since 1945"
- William MacAskill: "The Beginning of History: Surviving the Era of Catastrophic Risk."
- Stewart Patrick. "The International Order Isn't Ready for the Climate Crisis: The Case for a New Planetary Politics."

<u>Recommended Reading</u>

- Toby Ord: Selections from *The Precipice: Existential Risk and the Future of Humanity*
- Priya Satia. "The Way We Talk About Climate Change is Wrong."
- Arunabha Ghosh, Artur Runge-Metzger, David G. Victor and Ji Zou. "The New Way to Fight Climate Change."
- Rose Gottemoeller: "How to Stop a New Nuclear Arms Race."

Week 15. April 27 (M) & April 29 (W) – Final Project Presentations

<u>Monday</u>

- Student Presentations

<u>Wednesday</u>

- Student Presentations

Week 16. May 4 (M) & May 6 (W) – Final Project Presentations and Final Review

<u>Monday</u>

- Student Presentations

<u>Wednesday</u>

- Final Review/Course Wrap-up

DEADLINE: submit final project by May 10 at 11:59pm

Week 17. May 11 (M) – May 15 (F) – Final Exam (In class, Time/Day to be announced based on slot availability)

About classes

The course will follow the following general format: for most weeks, one new topic will be introduced following the topics showcased in the course schedule. In the first class of the week, we are going to lay down the theoretical foundations that will be necessary to tackle each individual issue. On the second class of the week, we are going to either: 1) further discuss the introduced topic and/or additional readings; 2) look at additional materials and/or case studies; 3) partake in specific activities related to the introduced topic. The class is generally reading-heavy, which is offset by the fact that the assignment load is relatively lighter compared to other 3000-level classes. Discussions and questions are always welcome (and encouraged).

Grading Policy

1) Attendance and Participation: 25%
2) Midterm Exam: 15%
3) Team Project: 35% (in total)
   a. Proposal: 5%
   b. First Draft: 5%
   c. Presentation: 5%
   d. Final Submission: 20%
4) Final Exam: 25%

Attendance and Participation:

You will be awarded 10 percentage points for attendance and 15 for participation. Participation involves contributing to discussions meaningfully and purposefully, asking relevant questions, and giving interesting comments. Thus, actively engaging with the class and your fellow students influences your grade. Our TA will evaluate your participation grade based on genuine engagement with the topics informed by having completed the readings and spent a reasonable amount of time attempting to understand them. Not knowing all the answers is fine if you can demonstrate that you

have made a significant effort. For those of you who are less comfortable speaking up in a larger class session you have a few alternate ways of showing active participation.

- **Small-Group Exercises**: Many of our in-class discussions will take place in small groups, rather than in front of the full class – this can provide a more comfortable environment if you're not comfortable speaking in front of the full class.
- **Pre-Class Forum Discussions**: Before each class session our TA will create a forum on the course eLearning page where you can post questions that came up for you while doing the reading for that class session. All questions that show genuine engagement with the material will boost your participation grade. The weekly pre-class forum will open on the **Friday preceding the week's classes** and will close on **Wednesday**.
- **Post-Class Reactions**: In the same forum after each class session, our TA will post a discussion question that you can offer your thoughts and opinions in reaction to. All reactions that show genuine engagement with the material will boost your participation grade. The discussion question will be posted on **Monday afternoons**.

As per my attendance policy (below), you are allowed to miss up to 3 classes, no questions asked. I will take attendance through a QR code which you should scan during the first 5 minutes of class. Being late 3 times equals to 1 absence, so try to be in class ready to scan the code in due time. If you are late and miss the QR-code scanning period, just come forward and notify the TA after class.

Midterm Exam:

The midterm exam will be administered on March 11th, and will take place in class. You will be required to use your own digital device (laptop), as the exam will be administered through eLearning for ease of submission. It will comprise a variety of multiple-choice and short answers and will take place during class time (~75 minutes). The exam will be closed book, and no other tools/notes may be used. The content of the exam will cover the first half of the semester.

The exam is worth 15% of your grade.

Final Exam:

The final exam will be administered on Finals week, and will take place in class. Exam slots are assigned later in the semester, and the timing will be communicated as soon as the instructor receives it. You will be required to use your own digital device (laptop), as the exam will be administered through eLearning for ease of submission. It will comprise a variety of multiple-choice, short answers, and one long answer. The approximate duration of the exam is 2 hours and 45 minutes. The exam will be closed-book, and no other tools/notes may be used. The content of the exam will cover the second half of the semester (although in your answers, you are encouraged to engage with material covered throughout the whole length of the semester).

The exam is worth 25% of your grade.

Final Paper/Project:

Students will work in teams (most comprising 5 people) to design and complete a final research or policy evaluation project on a topic related to international relations. Projects may take the form of:

- an original research question and analytical paper, or
- a policy evaluation examining a recent or ongoing international issue (see the topics that we will cover in class for examples).

Regardless of format, the project should demonstrate substantive engagement with course concepts, relevant academic and/or policy literature, and a clear, well-supported argument. Teams will be formed early in the semester. Students will complete a short team formation form on eLearning indicating two primary areas of interest within international relations. This form must be completed by **Thursday, January 29 at 11:59 PM (end of Week 2).** Students may also indicate if they wish to work with a specific classmate. While I will do my best to accommodate mutual requests, there is no guarantee that all preferences will be met. Teams will be formed primarily based on shared interests and, where necessary, at random. Teams will be finalized and announced by **February 1**.

Following you can find the main deadlines for the project:

Proposal - Due Friday, February 20 (Week 5)
Teams will submit a project proposal of at least two pages (excluding references). The proposal should:

- clearly state the research question or policy problem,
- explain why the topic is important and relevant,
- outline the proposed argument or evaluative framework, and
- reference at least four academic or policy sources, quoted and cited appropriately.

First Draft - Due Friday, April 10 (Week 12)
Teams will submit a first draft (approximately 10 pages) demonstrating:

- meaningful engagement with relevant literature,
- development of the core argument or evaluation,
- preliminary analysis and structure.

The draft does not need to be fully polished, but it should reflect serious progress and research engagement.

Presentation - Weeks 15–16
Teams will present their projects during the final two weeks of class. Presentations may reflect work in progress, with the goal of receiving feedback from peers and the instructor. Teams should present their argument, evidence, and preliminary conclusions clearly and concisely.

<u>Final Submission - Due Sunday, May 10</u>
Teams will submit the completed final project incorporating feedback from the draft and presentation stages. Approximate length, 25-30 pages.

Additional instructions, including a paper template and formatting guidelines, will be posted on eLearning. Toward the end of the semester, each student will complete a confidential peer evaluation form. These evaluations will be used to assess individual contributions and may influence team-level grades. This policy is designed to discourage free riding and ensure that all team members contribute equitably. If serious issues arise that could compromise the team's work, the TA should be contacted promptly; minor dissatisfaction with teammate assignments does not warrant intervention.

The proposal (5%), first draft (5%) and presentation (5%) will comprise 15% of the final grade, while the final paper will be worth another 20%.

Grading Scale:

A+ 97% - 100%	A 93% - 96%	A- 90% - 92%
B+ 87% - 89%	B 83% - 86%	B- 80% - 82%
C+ 77% - 79%	C 73% - 76%	C- 70% - 72%
D+ 67% - 69	D 63% - 66%	D- 60% - 62%

Course & Instructor Policies

Attendance, Punctuality & Participation

Consistent attendance and active participation are crucial for your success in this course and will factor into your final grade assessment. Attendance is defined as being present for the entirety of the class session, and it will be checked through a QR code which you should scan during the first 5 minutes of class. If you are late and miss the QR-code scanning period, just come forward and notify me after class. However, please be advised not to abuse this system as being late 3 times will be considered as 1 absence. Leaving the class early could be considered an absence as well. Each student is permitted three absences from class without needing to provide an explanation or inform the instructor.

Make-Up Exams

These will only be considered for instances of an emergency (e.g., documented death of immediate relative or student hospitalization), you have an official UTD-sponsored event that conflicts with the exam date, and I am contacted via email before 8am on the day the exam goes live (unless some documented event of force majeure prevents you to timely communicate the absence). UTD-related absences or religious holiday conflicts should be communicated to the instructor as soon as they are known, but preferably two weeks prior to exam day so we can make arrangements for the exam retake day and time. Documentation for all excused absences may be required.

Late Submissions

Assignments are expected to be submitted on the designated due date and in the specified format. Late submissions will incur a deduction of points from the assignment grade (expressed as total percentage points: 10% within 1 hour, 20% within 12 hours, 40% within 24 hours, 60% within 48 hours, 100% more than 48 hours).

Email Use

Whenever you contact me by email, you can expect an answer within 2 business days of your submission. If something urgent comes up, please add the URGENT tag in the email's subject.

UT Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual corresponding via email and the security of the transmitted information. UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Office of Information Technology provides a method for students to have their UT Dallas mail forwarded to other email accounts.

Academic Ethics

Every member of the UTD community is expected to maintain the highest standards of academic integrity. UTD may initiate disciplinary proceedings against a student accused of scholastic dishonesty.

Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

- Plagiarism is the use of an author's words or ideas as if they were ones' own without giving credit to the source, including, but not limited to: failure to acknowledge a direct quotation.

- Cheating is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; copying computer or Internet files; using someone else's work for

assignments as if it were one's own; or any other dishonest means of attempting to fulfill the requirements of a course.

- Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved Office of Student Accessibility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Generative AI

The use of generative AI tools (e.g., ChatGPT, Microsoft Copilot) is **allowed** to assist in preparing materials for class, except where explicitly prohibited (e.g., the midterm/final exam). However, all submissions must adhere to the following principles to ensure academic integrity:

1. **Permitted Uses**:
   - Summarizing course concepts to deepen understanding.
   - Generating ideas or outlines for assignments.
   - Refining writing by improving clarity, grammar, or structure.
2. **Prohibited Practices**:
   - Copy-pasting AI-generated content into assignments without modification or critical review.
   - Submitting unsourced or fabricated information as your own.
   - Relying solely on AI for content creation, bypassing your own analysis.
3. **Academic Standards**:
   - **Originality**: Your work must reflect personal insight, analysis, and understanding.
   - **Relevance**: Submissions should align with class discussions and materials.
   - **Accuracy**: Verify AI-generated information using credible sources.
4. **Encouraged Approach**:
   Use generative AI as a **learning tool** to:
   - Explore alternative perspectives.
   - Enhance your own thinking and writing process through reflection and iteration.
   - Focus on integrating AI insights into your unique contributions rather than relying on it to generate finished content.

5. **Responsibility and Transparency**:
   Cite AI tools when they substantively inform your work. Submissions relying heavily on unverified or plagiarized AI content may be considered academic misconduct.

Generative AI can be a powerful resource for learning, but it must be used thoughtfully and responsibly to support your personal engagement with course materials. If you are unsure about acceptable use, please ask for clarification.

Re-grading

If you wish to dispute your grade on an assignment you must contact our TA within 48 hours of receiving your grade. The TA will assist you in setting an appointment with the TA and me to discuss it. At this appointment you must bring a typed summary of the reasons why you believe the grade is unfair. I will then reevaluate the assignment based on these reasons. All revised grades are final, and they may be lower than the original grade.

Comet Creed

"As a Comet, I pledge honesty, integrity, and service in all that I do."

Technology Requirements

Each student is required to have access to a device that will allow for them to engage with course materials, whether this be a phone, laptop, or tablet (do consider that written answers will be required for the midterm/final, meaning that smartphones and tablets might not be enough). I understand how difficult it is to avoid using cellphones or scrolling online while in class. Out of respect to your peers/classmates and myself, I ask that you avoid this as much as possible, as well as silence your devices when entering class. If I observe that technology use is a distraction, I will point it out.

Free Speech and Intellectual Diversity

No individual is the same and all of you come from different backgrounds and hold different positions on a wide array of topics. It is okay to have different opinions and as your instructor, I encourage you to respect and be open to different perspectives, as well as feel comfortable with sharing your own personal point of view. UTD Policy Statement on Speech Expression and Assembly: https://policy.utdallas.edu/utdsp5001.

OSA Accommodations

Americans with Disabilities Act Statement: the University of Texas at Dallas will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the OSA office, located in AD 2.224 or call at 972.883.2098 to arrange for appropriate accommodations. If you are a student with OSA Accommodations that you will be

using for the rest of the course, please reach out to me via e-mail as soon as possible so that I can make sure that I am meeting your needs.

Academic Integrity

Academic dishonesty of any kind (including, but not limited to, plagiarism, sharing, copying, or cheating on exams and assignments) will not be tolerated. In accordance with UTD's Office of Community Standards and Conduct, misconduct may result in a failing grade for the course, suspension, or in some cases, expulsion. For more information, see: http://www.utdallas.edu/conduct/integrity/.

Mental Health Services and Student Support Resources

I recognize the fact that students may experience anxiety and mental health challenges brought upon by life circumstances. As UTD students, you have mental health services available to you by telephone and on campus. Student Counseling Center Phone: 972-883-2575; location: Student Services Building SSB 4.600. Moreover, UTD provides numerous resources for students in need:

The Center for Students in Recovery helps students seeking recovery from substance and alcohol use, eating disorders, and other addictions and compulsive behaviors. They also help students affected by these issues or individuals exploring the impact of addictions or compulsive behaviors within their lives. Their mission is to provide a safe, supportive community to enable students to thrive both socially and academically while living in recovery. They are located in SSB 4.500, on the fourth floor of the Student Services Building. They can be contacted by calling 972-883-7320 or they can be reached by emailing them at recovery@utdallas.edu.

The Comet Cupboard is a UT Dallas food pantry initiative dedicated to helping students in need. The Comet Cupboard is located in MC 1.604, on the first floor of the McDermott Library, and can be contacted by calling 972-883-6613 or emailing cupboard@utdallas.edu.

Comet Cents provides financial literacy to students with the peer-to-peer model. This money management center provides one-on-one appointments and workshops throughout the semester. Comet Cents works to help students improve their financial situation with topics such budgeting, credit card debit, investing and other personal finance areas.

Intercultural Programs provides a host of transition programs for international students and intercultural competency trainings for all students. They are located in SSB 3.6, on the third floor of the Student Services Building. Their phone number is 972-883-4528.

The Student Counseling Center offers confidential services to students either for individual appointments or as part of groups. Initial appointments must be made in person in the Student Counseling Center, which is located in SSB 4.600, on the fourth floor of the Student Services Building. Their main number is 972-883-2575 and the 24/7 Crisis Hotline is 972-883-8255 (972-UTD-TALK).

The Student Health Center (SHC) provides primary and preventative medical care to currently enrolled students who have paid medical fees and are attending classes. Currently enrolled students can obtain a wide variety of services, such as physicals, diagnosis and treatment of acute illnesses and injuries, general medical problems, gynecological problems, treatment of stabilized chronic illnesses, allergy injections, limited immunizations, x-rays, and ultrasound.
 SHC staff of licensed medical providers is committed to keeping the UT Dallas community healthy and believes that health and wellness information complement the academic success of students. SHC is located on the fourth floor of the Student Services Building, SSB 4.700 and they can be reached by telephone, 972-883-2747, fax, 877-769-7514, or by email, healtcen@utdallas.edu.

The Graduation Help Desk is a one-stop resource within the Office of Undergraduate Education designed to help undergraduate students overcome obstacles to a timely graduation. The Graduation Help Desk supports undergraduate students, faculty and staff to develop solutions to complex academic and non-academic issues. This resource is equipped to promote all undergraduate students' success by helping them at any point during their academic careers from their arrival at UT Dallas until their graduation. Contact the Graduation Help Desk at graduationhelpdesk@utdallas.edu.

The Student Success Center (SSC) offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, study skills, and other academic disciplines. These services are available through individual appointments, small group appointments, drop-in labs, workshops, and weekly reviews. All undergraduate students enrolled at UT Dallas are eligible to participate in these services. Not all courses will be supported by all services.
Please check the website at the beginning of each semester to find out which courses are supported by which services
In addition, students are expected to:
• know that this syllabus, including the course schedule, is subject to change at the discretion of the instructor;
• read additional related policy material at http://go.utdallas.edu/syllabus-policies.

Syllabus last updated on 01/19/2026.