

GENOCIDE IN THE GLOBAL SOUTH

COURSE INFORMATION

Course prefix, number, section: HIST6390.501

Course title: Advanced Topics in History - Genocide in the Global South

Term: Spring 2026

Meeting days and times: Mondays 7:00 pm – 9:45 pm (JO 3.536)

PROFESSOR CONTACT INFORMATION

Professor's name: Paula Cuellar Cuellar.

Email: dal175811@utdallas.edu.

Office location: Ackerman Center (JO 4.800).

Office hours: Mondays: 2:00 pm – 5:00 pm in person and by appointment.

COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS

Trigger warning

In courses that address sensitive or potentially traumatic material, I make it a priority to clearly outline such content in the syllabus and specific assignments. Nevertheless, it is important to note that nearly all sessions in this course will include material that could evoke a strong emotional or traumatic response. This is particularly relevant during when conducting the assigned readings, screenings of videos, documentaries, and films, which will depict various forms of violence, including sexual violence. Unfortunately, accurately conveying the history of genocide requires engaging with this challenging and often distressing material.

Understanding the experiences of victims, perpetrators, and bystanders, as well as the role violence has played in their lives, is central to the learning objectives of this course. For this reason, it is not feasible to create alternative lesson plans that omit these difficult accounts. That said, I am committed to supporting students as we navigate this material together. We will take time in class to discuss the psychological and emotional impacts of engaging with such content, and I will provide access to resources within the syllabus. Additionally, I will introduce coping strategies during our initial classes to help you process the material.

Please note that, as students, you have access to free counseling services through the University of Texas at Dallas. While I am not a trained counselor, my expertise as an international human rights lawyer and historian specializing in mass violence and human rights violations has provided me with extensive experience in processing difficult material. If students find themselves struggling with the content of this course or need someone to talk to, I encourage them first to reach out to me. I am available during office hours or by appointment, and I am here to provide guidance and support.

If students believe the potentially traumatic content of this course will interfere with their ability to successfully complete the coursework, I advise them to please do not hesitate to contact me. We can discuss their concerns and explore the best options for their situation together. I understand that the subject matter, particularly the violent history of genocide, may impact their mental health and academic performance. Unfortunately, this history is inherently tied to significant turmoil and conflict, making it impossible to address the topic without engaging with the associated violence.

Finally, if after carefully reviewing this trigger warning and the coping mechanisms provided, students feel that taking this course could be detrimental to their well-being or academic success, I encourage them to reconsider enrolling in the class. Their mental health and academic success are my highest priorities, and I am here to support students in finding the best path forward.

COURSE DESCRIPTION

When considering the origins of the term *genocide*, scholars, human rights advocates and activists, as well as society in general, usually think of Turkey and Germany, reflecting a Eurocentric perspective on the concept's genesis. This view overlooks the significant influence other regions had on Raphael Lemkin, the Polish-Jewish lawyer who coined the term. Lemkin's understanding of genocide was shaped by his interest in the suffering of millions of people globally and throughout history, far beyond Europe. This course examines the Global South as central to understanding the broader implications of genocide, challenging the geographic and cultural boundaries that have traditionally constrained the field.

Through a multidisciplinary lens, the course will analyze the Convention on the Prevention and Punishment of the Crime of Genocide, focusing on its strengths, flaws, and complexities. It will explore not only the Convention's legal framework but also the jurisprudence and scholarly debates that have shaped the conceptualization of genocide. Throughout the course, students will critically assess the historical contexts and ideological underpinnings of genocidal acts, deconstructing the legal norms that define group identity and examining the role of perpetrators in framing who is included or excluded from collectivities.

A significant component of the course involves exploring the mechanisms of dehumanization, the dynamics between "in-groups" and "out-groups," and the construction of victim and perpetrator identities. These discussions will challenge binary assumptions about "us" and

“them” and interrogate the social, political, and cultural structures that enable extreme violence. By understanding the nuanced relationships between these categories, students will develop a more critical and inclusive perspective on the complex realities of genocide and mass atrocities.

Additionally, the course will grapple with the contentious status of genocide within international law. While some experts in the field argue that no hierarchy exists among international crimes, others have designated genocide as the “crime of crimes.” For example, the United Nations International Darfur Commission of Inquiry described genocide as bearing a unique stigma because it aims at the physical obliteration of human groups. This distinction has led to the misuse and overextension of the term in both academic and political contexts. The course will address this by critically analyzing the semantics and symbolism of genocide to better understand its limitations while seeking to meet the demands for truth, justice, and reparations from affected communities worldwide.

By engaging with these legal, social, ethical and cultural frameworks, the course aims to bridge the gaps in international law and to examine the enduring legacies of violence in the Global South. It will also problematize how societies remember atrocities and explore the ways in which these histories can inform pathways toward truth, justice, reparations, and reconciliation. Through in-depth discussions, historical analysis, and case studies, students will gain a deeper understanding of genocide's implications and its impact on global efforts to confront and prevent mass violence.

STUDENT LEARNING OBJECTIVES/OUTCOMES

Understand the global dimensions of genocide beyond a Eurocentric lens: Students will critically examine how the concept of genocide has been historically constructed and influenced by global events, particularly in the Global South, by the Second World War and its aftermath. By exploring the origins of the term and its application in non-European contexts, students will develop a more inclusive understanding of genocide’s broader implications and its relevance to diverse cultural, social, and historical settings.

Analyze the legal frameworks surrounding genocide: Students will gain a comprehensive understanding of the Convention on the Prevention and Punishment of the Crime of Genocide, its strengths, limitations, and complexities, as well as its application in international law. Through an examination of legal precedents, jurisprudence, and key case studies, students will critically evaluate the effectiveness of legal mechanisms in protecting groups from targeted violence and ensuring accountability for perpetrators.

Deconstruct the social and historical dynamics of group identity and violence: Students will analyze the processes by which perpetrators construct “in-groups” and “out-groups,” dehumanize targeted populations, and rationalize acts of mass violence. By examining specific case studies, students will explore the historical and ideological foundations of group identity, the power dynamics involved in defining victims and perpetrators, and the implications of these processes for understanding and addressing genocide.

Critically evaluate the ethical and political dimensions of genocide: Students will engage with debates about the symbolic, ethical, and political implications of labeling genocide as the “crime of crimes.” They will assess the consequences of this designation for demands of truth, justice, reparations, and collective memory, as well as its potential for misuse in academic and political contexts. This will prepare students to critically navigate the complex legal, political and moral terrains surrounding genocide studies and advocacy.

Develop strategies for truth, justice, reparations, and memory: Through discussions of legal, social, political, cultural and ethical frameworks, students will explore how societies confront the legacies of genocide and mass violence. They will analyze the role of memory, truth-seeking, trials, and reparations in addressing the needs of survivors and communities, identifying strategies for fostering reconciliation and sustainable peace in post-conflict societies.

REQUIRED TEXTBOOKS AND MATERIALS

The course content will be delivered through a variety of formats, predominantly through written articles and visual materials. The instructional approach integrates these diverse resources to enhance the learning experience and facilitate a comprehensive understanding of the subject matter. Except for the books listed below, all necessary written texts and visual materials will be provided by the instructor throughout the course, ensuring that students have access to the essential resources without incurring additional costs. This approach is intended to support a focused and equitable learning environment, where all required materials are readily accessible to every student.

- *Less Than Human: Why We Demean, Enslave, and Exterminate Others* by David Livingstone Smith.
 - *The Milgram Experiment: The History and Legacy of the Controversial Social Psychology Experiment* by Charles Rivers Editors.
 - *The Lucifer Effect: Understanding How Good People Turn Evil* by Philip Zimbardo
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ASSIGNMENTS

General guidelines

Submission: All assignments must be submitted on ELearning unless stated otherwise. It is your responsibility to keep a backup hard copy in case of loss. Students must ensure that their assignments are correctly uploaded. Assignments not appearing or unable to be opened will receive a grade of zero.

Late penalty: Assignments will receive a late penalty of 5%/day, including weekends, and will only be accepted within 7 days of when they were due. Moreover, feedback on late assignments is not guaranteed.

Extensions, make-ups, and incompletes: These will not be granted unless you meet one of the University's identified exceptions. If you are absent for legitimate reasons report your absence to the instructor to arrange an accommodation. In your message, please include the reason for your request and a proposal for a new deadline. Extensions requests (for all assignments except in-class midterm) made 48 hours prior to the deadline will be granted automatically. Any other requests will be considered at the discretion of the instructor.

Legitimate reasons for temporary absences include illness, injury, and other unplanned circumstances beyond a student's control (such as court subpoena, funeral, car accident). Reasons such as holidays, pre-purchased plane tickets, family plans, lack of test/assignment preparation, conflicting deadlines, late course registration, technology failure, and traffic or weather-related incidents are not considered to be beyond a student's control.

Missed tests: Students who do not attend a scheduled term test will be assigned a grade of zero unless they are granted special consideration. In cases where the absence is due to university-excused reasons, all students will have the opportunity to take the makeup test on the same day, ideally scheduled seven days after the originally scheduled in-person midterm. Students who miss a test must present documentation to the instructor for consideration of special accommodation. These documents must be provided to the instructor within 72 hours of missing the test.

Absence due to illness: If you become ill and it affects your ability to do your academic work, consult me right away. Normally, the instructor will ask you for documentation in support of your specific medical circumstances.

PARTICIPATION (30%):

Active participation is a crucial component of this course, accounting for 30% of your final grade. Students are expected to attend all scheduled classes, with participation involving both presence and meaningful engagement in class discussions. Attendance is mandatory, and more than two absences without a justification will result in a penalty to your participation grade. Please note that missing six or more classes will result in a failing grade for the course.

It is important to highlight that participation is not limited to simply being present in class. It also requires active and thoughtful contributions to the learning environment. This may include, but is not limited to, answering questions posed by the instructor, engaging in discussions with peers, asking questions that further the collective understanding of the material, or communicating relevant thoughts and inquiries to the instructor outside of class hours. Recognizing that some students may face challenges with public speaking, the instructor is open to alternative forms of participation. Students who find it difficult to participate in traditional ways are encouraged to

discuss their concerns with the instructor early in the semester to explore alternative methods of engagement.

FINAL PROJECT (70% - Proposal 20% + Final Project 50%)

Overview

This assignment is the central component of your work in this course. Again, it is designed to engage you in the study of genocide. You will be assigned a country (Colombia, Chile, Haiti, and Cuba), and will be tasked to produce an expert-supervised article analyzing the crime of genocide in the assigned country. Your article will be co-written with a recognized expert in the field and included in an edited book sponsored by the University of Texas at Dallas. The goal of this assignment is for you to leave graduate school with a scholarly publication, co-authored with an expert, aimed to advance your academic and professional career.

Assignment structure

- Research Project Proposal (20%) – Due Sunday, February 22 at 11:59 PM via eLearning.
- Final Research Project (50%) – Due: Friday, May 15, 11:59 PM via eLearning.

Stages

Stage 1: Research project proposal (20%)

Requirements

Proposal content:

- **Title:** A working title reflecting your research focus.
- **Research question:** A clear and specific research question or hypothesis.
- **Objectives:** Define your goals. What new insight do you aim to provide into the historical and legal understanding of the crime? How will you assess the effectiveness or limitations of transitional justice mechanisms in that specific case?
- **Methodology:** Describe your historical and legal approach. Possible methods include:
 - Archival research (national archives, declassified documents, NGO reports, UN/Inter-American documents).
 - Case law analysis (ICC, Inter-American Court of Human Rights, national tribunals).
 - Critical historiographical review (engaging with existing scholarship and debates).
 - Quantitative or qualitative data (statistics, interviews).
 - Cultural/visual sources (film, literature, art as historical evidence).
- **Preliminary bibliography and sources:** At least ten primary/secondary sources outside the syllabus.

Format:

- Word document.
- Times New Roman, 12 pt, double-spaced.
- Title page with your name, instructor's name, and working title.
- Pagination.

Evaluation criteria:

- Clarity and specificity of the research question.
- Relevance to course themes and country context.
- Feasibility and rigor of proposed methodology.
- Quality and relevance of sources and bibliography.
- Coherence and organization.

Stage 2: Final research project (50%)**Background**

The final project is the culmination of the course. It requires you to apply rigorous methods and precise analysis to a possible case of genocide in your assigned country. Your paper must integrate historical research with legal reasoning and propose a context-sensitive transitional justice measure to address the specific act of violence under study. The result will be a comparative, publication-ready article (6,000–7,000 words) co-authored with a recognized expert and submitted for inclusion in an edited book.

Requirements**Content:**

- **Historical analysis:** Situate the act of violence within the broader historical and political context of your assigned country.
- **Legal framework:** Analyze the act of violence under international law. Examine relevant case law from the Inter-American Court of Human Rights, international tribunals, or domestic courts.
- **Comparative perspective:** Reflect on lessons from other regions or historical cases (including the Holocaust, where relevant) to contextualize your analysis.
- **Evaluation of transitional justice:** Critically assess one transitional justice measure implemented or propose one. Discuss its effectiveness, limitations, and potential reforms in the assigned country.
- **Argumentation:** Develop a clear, evidence-based argument supported by historical documents, legal texts, and secondary literature.

Format:

- Word document.
- Times New Roman, 12 pt, double-spaced.
- Title page with your name, instructor's name, and paper title.
- Pagination.

Evaluation criteria

- **Historical and legal integration (30%)**
 - Effective use of historical research and legal analysis.
 - Demonstrates understanding of historiographical debates and legal frameworks.
 - **Strength of argumentation and critical analysis (25%).**
 - Clear, well-supported arguments.
 - Connects historical evidence with international legal standards.
 - Offers original insights into international crimes.
 - **Comparative perspective (15%)**
 - Incorporates lessons from other contexts (Holocaust, other Latin American or global cases).
 - **Use of evidence and sources (15%)**
 - Integrates archival material, case law, reports, or data effectively.
 - Uses Chicago-style footnotes correctly
 - **Organization and clarity (10%)**
 - Logical structure with introduction, body, and conclusion.
 - Coherent flow of arguments.
 - **Professional standards (5%)**
 - Meets formatting, submission, and citation requirements.
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ACADEMIC CALENDAR

UNIT 1

Class 1 (January 26): Course Introduction (snow day)

Class 2 (February 2): Introduction to International Law

Class Materials:

Film: *Nuremberg: Its Lessons for Today* (Pare Lorentz and Stuart Schulberg):

<https://www.youtube.com/watch?v=Col1sEhMgQw>

Film: *Argentina 1985*, Santiago Mitre (Netflix).

Class 3 (February 9): Introduction to International Law

Class Materials:

Reading: *Introduction to International Law – History and Theory*, pp. 1-9.

Reading: *Sources of International Law*, pp. 41-58.

Reading: International Criminal Law Services, *What is International Criminal Law & Practice Training Materials*, pp. 1-20.

Film: *The Reckoning: The Battle for the International Criminal Court*, Pamela Yates (in class).

Class 4 (February 16): On Dehumanization

Class Materials:

Reading: *Less Than Human: Why We Demean, Enslave, and Exterminate Others* by David Livingstone Smith.

Reading: *The Milgram Experiment: The History and Legacy of the Controversial Social Psychology Experiment* by Charles Rivers Editors.

Film: *The Stanford Prisoner Experiment*, Kyle Patrick Alvarez (in class).

Class 5 (February 23): The Concept of Genocide

Class Materials:

Reading: Dirk Moses, *Raphael Lemkin, Culture, and the Concept of Genocide*, pp. 1-28.

Reading: Daniel Feierstein, *Defining a Concept of Genocide*, pp. 1-38.

Reading: *The United Nations Convention on the Prevention and Punishment of the Crime of Genocide* (https://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.1_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf).

Reading: *The United Nations Rome Statute of the International Criminal Court* (<https://www.ohchr.org/en/instruments-mechanisms/instruments/rome-statute-international-criminal-court>).

Film: *Watchers of the Sky*, Edet Belzberg (in class).

Class 6 (March 9): The Concept of Genocide

Reading: Daniel Feierstein, *Toward a Typology of Genocidal Social Practices*, pp. 39-50.

Reading: Dan Stone, *Genocide and Memory*, pp. 98-117.

Reading: Anton Weiss-Wendt, *The State and Genocide*, pp. 73-96.

Reading: Catherine Renshaw, *The Numbers Game: Substantiality and the Definition of Genocide*, 195-215.

Film: *The Eichmann Show*, Paul Andrew Williams (in class).

Class 7 (March 16): Spring Break

Class 8 (March 23): The Perpetrators

Class Materials:

Reading: *The Lucifer Effect: Understanding How Good People Turn Evil* by Philip Zimbardo.

Film: TBD.

Class 9 (March 30): The Perpetrators

Class Materials:

Film: *The Act of Killing* (Joshua Oppenheimer).

Film: *The Look of Silence* (Joshua Oppenheimer).

Film, *The Sandinistas*, Jenny Murray (in class).

Class 10 (April 6): Individual work time.

Class 11 (April 13): The Victims

Class Materials:

Reading: José Carlos Aguero, *The Surrendered: Reflections by a Son of Shining Path*, pp. 24-64.

Film: *Death and the Maiden*, Roman Polanski (in class).

Class 12 (April 20): The Victims

Class Materials: Reading: José Carlos Agüero, *The Surrendered: Reflections by a Son of Shining Path*, pp. 65-107.

Film: *The Official Story*, Luis Puenzo (in class).

Class 13 (April 27): Paper workshop

Class 14 (May): Paper workshop

GRADING POLICY

A – achievement that is outstanding relative to the level necessary to meet course requirements.

B – achievement that is significantly above the level necessary to meet course requirements.

C – achievement that meets the course requirements in every respect.

D – achievement that is worthy of credit even though it fails to meet fully the course requirements.

S – achievement that is satisfactory, which is equivalent to a C- or better.

I – (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Grading scale

A+ (97-100); A (94-96); A- (90-93); B+ (87-89); B (84-86); B- (80-83); C+ (77-79); C (74-76); C- (70-73); D (60-69); F (59 and below).

COURSE AND INSTRUCTOR POLICIES

Communication policy

Official communication for this course will take place through Teams and ELearning. Given the high volume of daily messages, I encourage you to ask questions during class or seek clarification before or after our classroom sessions for a faster reply. Regularly check ELearning for important course updates.

For course-related inquiries, follow these steps:

- First, check the syllabus or ELearning for answers, as many assignment details are outlined under specific instructions.
- Second, contact your course buddy.
- Third, message Professor Cuellar Cuellar via Outlook.

Messages received within 24 hours of an assignment deadline may not be answered in time. In general, I will aim to respond within four business days, Monday-Friday (8:00 am-5:00 pm). Plan accordingly for urgent matters and maintain professional communication, using appropriate salutations. Questions that are answered in the course syllabus or on Teams and queries about missed class content will not receive responses.

Class materials

The instructor will provide class materials intended to enhance the classroom experience. These materials will be made available to all registered students and can be downloaded throughout the course. Please note that these materials are for personal use only and may not be reproduced, shared, or uploaded to other online environments, except as required by an approved [AccessAbility Resource Center \(ARC\)](#) accommodation. Unauthorized distribution or sharing of these materials constitutes a violation of the [Student Code of Conduct](#).

Class attendance

Regular and punctual attendance is required as per the University's attendance policy. Consistent attendance is crucial for academic success, and students who do not attend class regularly may face academic challenges. Any special attendance requirements must be communicated during the first two weeks of classes.

Class participation

As stated above, active participation in class is expected and contributes to a portion of your final grade. Participation includes engaging in group activities, providing feedback on assignments, readings, and lecture content. Participation will be documented by the instructor. Adherence to the University requirements, as outlined in this syllabus, is necessary for successful participation. Failure to comply with these requirements is considered a violation of the [Student Code of Conduct](#).

Texas Senate Bill 17, the recent law that prohibits diversity, equity, and inclusion programs and activities at public universities in Texas, does not in any way apply to academic course instruction. Students should not feel the need to self-censor or limit their participation in academic courses pertaining to topics of race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion, and related topics.

Class recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the [AccessAbility Resource Center \(ARC\)](#) has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved [AccessAbility Resource Center \(ARC\)](#) accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

CLASSROOM CITIZENSHIP

Student responsibilities for daily assignments

Students must come to class prepared to discuss the assigned reading for the day.

Academic integrity

Scholastic dishonesty encompasses a range of unethical behaviors, including plagiarism, cheating on assignments or examinations, unauthorized collaboration, and using test materials without faculty permission. Additionally, it involves submitting false or incomplete academic records, falsifying records to obtain grades, honors, or professional endorsements, and altering or forging academic documents. Fabricating or falsifying research data or procedures also constitutes academic dishonesty. Should a student be found guilty of such misconduct, they may receive an “F” or an “N” for the course and could face further sanctions from the University. Upholding academic integrity is crucial to maintaining the credibility and value of your academic work and degree.

Expectations for writing assignments

All written assignments must adhere to the Chicago Manual of Style standards, ensuring that sources are cited fully and accurately. Academic dishonesty, both in and out of the classroom, contradicts the University’s core values. The faculty expects students to exhibit a high level of responsibility and academic honesty. Given that the value of an academic degree relies on the integrity of the work done, it is essential for students to uphold a high standard of personal honor in their scholastic endeavors. For further guidance on citation standards and academic honesty, students are encouraged to consult the University’s website.

Avoiding academic dishonesty

Academic dishonesty can occur in any academic work, whether individual or group projects. To avoid academic dishonesty, students should ensure they fully understand their professors’ expectations for assignments. If there is any uncertainty about the requirements or acceptable practices, students should seek clarification from their instructors. This proactive approach helps maintain academic integrity and ensures that students meet the standards expected in their coursework.

Comet creed

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

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Texas at Dallas is committed to providing reasonable accommodations for all persons with disabilities. If you are seeking classroom accommodations under the Americans with Disabilities Act (2008), you are required to register with the [AccessAbility Resource Center \(ARC\)](#), located in the Administration Building, Suite 2.224. They can be reached by [email](#), calling 972-883-2098, or at their [website](#). To receive academic accommodations for this class, please register and request services by completing the Request for Services form with the proper documentation and meeting with the Director of ARC at the beginning of the semester.

ACADEMIC SUPPORT RESOURCES

For help with a research assignment, such as finding journal articles or using a database, try CHAT at [McDermott Library](#).

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 [email](#).

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 [email](#).

[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](#).

The [Testing Center](#), run by the Education Technology Services, offers a 300-seat computer lab, providing UT Dallas students access to a comfortable and secure test environment for online/paper exams, quizzes, instructional testing, and assessments. The Testing Center is located in Room 11.175, the first floor of the Synergy Park North 2 (SP2) building and can be contacted by calling 972-883-2460 or by [email](#). If you experience issues taking an exam in eLearning, please contact the UTD [eLearning Helpdesk](#).

The [Center for Teaching and Learning](#) supports graduate students, especially teaching assistants through teaching certificates, workshops on pedagogy, and reading groups on emerging educational issues. They are located in MC 2.402, on the first floor of the McDermott Library. The Center's phone number is 972-883-2247.

The [Office of Graduate Education Fellowship Services](#) offers workshops on fellowship and grant writing, including a Grant Writing Certificate program. Students applying for external funding can schedule appointments to find funding and to develop their applications. The Fellowship Office is located in FA 3.104C, on the second floor of the Founders West Annex. The office's phone number is 972-883-4568.

The [Office of Graduate Education Writing Services](#) offers workshops on writing as well as one-on-one appointments, writing groups, and writing retreats to help graduate students improve their writing skills. The Writing Services Office is located in FA 3.104, on the second floor of the Founders West Annex. Appointments can be made via [email](#).

University Resources

Additional university resources, “Resources for Study and Campus Life” are listed in the online [Graduate Catalog](#).

UT DALLAS SYLLABUS POLICIES AND PROCEDURES

Sharing confidential information

Students considering sharing personal information in email or in person should be aware that all University staff, faculty, teaching assistants/associates, and graduate/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, Sexual Misconduct Policy - [UTDBP3102](#), faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the following for example:

- The Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255).
- A health care provider in the Student Health Center (972-883-2747),
- A clergy person (or other legally recognized religious advisor) of their choice, or an off-campus resource (e.g., a rape crisis center, doctor, psychologist).

Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department by calling 972-883-2222 or calling the Title IX Coordinator at 972-883-4470. Their website, [Institutional Compliance Support Services and Resources](#) has additional information.

Technical support

If you experience any issues with your UT Dallas account, contact the UT Dallas [Office of Information Technology Help Desk](#) or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week through [UTD eLearning Helpdesk](#). The services include a toll-free telephone number, 1-866-588-3192, for immediate assistance. Educational Technology Services (eLearning) is available by [email](#) to request services. They also have an online chat service.

Student conduct and discipline

The University of Texas System [Regents' Rule 50101](#) and UT Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the Student Complaints Resources within the online [Graduate Catalog](#).

UT Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the ([Student Code of Conduct, UTDSP5003](#)). Copies of these rules and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6330) and online at [their webpage](#).

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Social media use

The [Student Code of Conduct](#) includes behaviors conducted via any digital platform. Students may not use any digital platform to seek or provide unauthorized assistance for any assignment done for academic credit. Students may not use any digital platform to impersonate or represent any person other than themselves. Please consult with your instructor regarding authorized assistance.

Email use

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. To activate a student UT Dallas computer account and forward email to another account, access [NetId Self-Service Portal](#) to set it up.

Credit/no credit and pass/fail grading options

Students are encouraged to review the online catalogs regarding Credit/No Credit or Pass/Fail courses. Students should consult their academic advisors to understand what it means for their academic careers before completing the form prior to Census Day. Please review the [Pass/Fail Grading](#) section in the Graduate Catalog.

Withdrawal from class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the [Comet Calendar](#) and in the [Academic Calendar](#). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or another instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Not meeting the prerequisites for a specific course.
- Not satisfying the academic probationary requirements, resulting in suspension.
- An Office of Community Standards and Conduct request.
- Not making appropriate tuition and fee payments.
- Enrollment is in violation of academic policy.
- Not admitted for the term in which they registered.

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled. Please review the [Schedule Changes: Dropping, Adding and Withdrawing](#) from Courses section in the catalog.

Student grievance procedures

Procedures for student grievances are found in the university policy [UTDSP5005](#). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

Incomplete grade policy

As per university policy, incomplete grades may be given at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of "I") must be completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the grade of "I" may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to a grade of F. The incomplete grade policy is included in the online UT Dallas [Graduate Catalog](#).