

The Politics of National Memory



Course Information

POLS 4390

The Politics of National Memory

Archer Center

Fall 2026

Tuesdays 6:30-9:30 PM

Lecturer Contact Information

Lecturer (Anacostia):	<u>Prof. Irene Newman, Ph.D.</u>
Email:	<u>Irene.Newman@UTDallas.edu</u>
Office hours:	By appointment
Lecturer (Brookland):	<u>Prof. Mary Nugent, Ph.D.</u>
Email:	<u>Mary.Nugent@UTDallas.edu</u>
Phone:	802-777-0654
Office hours:	By appointment
Lecturer (Capitol):	<u>Prof. Shema Mbyirukira, JD</u>
Email:	<u>Shema.Mbyirukira@UTDallas.edu</u>
Phone:	571-214-4385
Office hours:	By appointment
Lead Instructor (Dupont):	<u>Derek O'Leary, Ph.D.</u>
Email Address:	<u>Derek.O'Leary@UTDallas.edu</u>
Office hours:	Monday to Wednesday, 5-6 PM, and by appointment

We enthusiastically encourage you to meet with the faculty—both your and the other lecturers—in office hours throughout the semester. All faculty are available to meet by appointment, either individually or with a group of fellows, to discuss the course as well as your academic and career development. Please reach out to faculty by email to schedule a time to meet virtually or in-person.

Note: Please use only your University of Texas at Dallas account to email Archer Center faculty.

Course Description

Course overview: This course approaches the archives, monuments, memorials, museums, and other sites of memory across Washington, D.C. as a classroom to examine the stories that the United States has told about itself. In four course modules, we will explore these sites and analyze the historical context, ideological structures, and political stakes behind these narratives. This enables us to engage with difficult but essential civic questions related to our historical legacy, national identity, and responsibilities to each other. In doing so, you will cultivate a lifelong relationship with the nation's capital; strengthen your ability to make sense of historical sites and narratives in and beyond Washington, D.C.; sharpen your critical thinking and communication skills, and enhance your confidence and effectiveness in civic dialogue.

Course format: In addition to engaging in weekly lectures, discussions, and activities with the entire class, you will meet each week with your assigned Neighborhood Group and lecturer. Each lecturer leads a Neighborhood Group of twelve fellows. Your assigned lecturer will assess your weekly engagement and submitted assignments while supporting your overall success in the course.

Learning Objectives

By the end of the semester, you will be able to:

- Employ your historical skillset to analyze the creation, meaning, and impact of complex sites of memory.
- Analyze how historical narratives have intersected with politics and important policy questions throughout U.S. history.
- Engage constructively in civic dialog about how we understand, represent, and respond to the nation's historical legacy.

Calendar of Classes and Assignments

I. Text				
<i>How are we “doubly historical”— both actors in history and narrators of history?</i> <i>What do the nation’s archives include and exclude, reveal and withhold— and why?</i> <i>How does our sense of history shape politics, and politics our sense of history?</i>				

SESSION	DATE	LOCATION and SPEAKER	ASSIGNMENT	READING
Week 1: Our Archives	I. Tuesday, September 1, 6:30 – 9:30 PM	I. Archer Center	By Monday, August 31, submit your “Our Archives” assignment in Canvas.	Chapter 1 in Michel- Rolph Trouillot, <i>Silencing the Past</i> (1995), pgs. 1-30. ~60 minutes.

			Complete your state-of-semester survey by Sunday the 6 th .	
Week 2: Founding Documents	I. Tuesday, September 8, 6:30 to 9:30 PM	Archer Center	Prior to class on Thursday, reflect in your journal: <i>How was your experience at the National Archives, including in Rotunda of the Charters of Freedom? How would you describe your relationship with the U.S. founding documents—the Declaration of Independence in particular? What responsibility should the federal government have toward these documents?</i>	Reading for Thursday: Jack Rakove, <i>The Annotated U. S. Constitution and Declaration of Independence</i>, pgs. 74-101. In-class readings: “Petition for Freedom to the Massachusetts Council and the House of Representatives” (1777). Texas Declaration of Independence (1836). “Declaration of Sentiments” in <i>Report of the Woman’s Rights Convention</i> (1848). Proclamation of Independence of the Democratic Republic of Vietnam (1945). Declaration of Indian Purpose (1961). 250th Anniversary of the Adoption of the

				Declaration of Independence (2026).
Week 3: State Secrets, National Interests	Tuesday, September 15, 6:30 to 9:30 PM	Archer Center Guest speaker: Michael Thomas , Director of the Information Security Oversight Office (ISOO)	Bring your reflection journal to class. Assignment 1 due Sunday, September 20 at 11:59 PM (Tutorial essays due September 27.)	Reading: “The Protection of Classified Information: The Legal Framework” (Congressional Research Service, 2023). Oona Hathaway, “Keeping the Wrong Secrets,” <i>Foreign Affairs</i> (2022).

Hands-on History: In the Archives (optional)

Get first-hand experience examining an archival collection at the Library of Congress. On Saturday, September 19, meet Dr. O’Leary at 9 AM outside the [Manuscript Reading Room](#) in the James Madison building at the Library of Congress. Please sign up here if you will attend; space is limited, so we’ll schedule additional dates/times as needed. We’ll get coffee and debrief at le Bon Café afterward.

Before you visit the Manuscript Reading Room, you must get a (free) [Library of Congress reader’s card](#).

II. Stone

What is the purpose of a monument? What place should monuments occupy in the U.S.?

How do monuments influence our beliefs, identity, society, and politics?

Who does and who should have the authority and the legitimacy to create, alter, or remove monuments?

SESSION	DATE	LOCATION and SPEAKER	ASSIGNMENT	READING
Week 4: Contested Monuments	Tuesday, September 22, 6:30 – 9:30 PM	Meet at Emancipation Memorial in Lincoln Park* Lecturer: Prof. Mbyirukira *Weather permitting. We will alert you if class is moved to Archer Center.	Please bring your reflection journal to the park.	<i>Read:</i> Chapter 2 in <i>Monument Wars</i> by Kirk Savage (2009), pgs. 63-89. ~60 minutes. Eric Foner, <i>Forever Free: The Story of Emancipation and Reconstruction</i> (2005), chapter 3, pgs. 76-106. ~60 minutes.
Week 5: Monumental loss	Tuesday, September 29, 6:30 – 9:30 PM	Meet at the Vietnam Veterans' Memorial .	Bring your reflection notebook to the memorial.	<i>Read:</i> Marita Sturken, <i>Tangled Memories</i> , chapter 2, pgs. 44-84. ~60 minutes. Maya Lin, "Making the Memorial" (<i>New York Review of Books</i> , 2000).
Week 6: Women: A part and apart	Tuesday, October 6, 6:30 – 9:30 PM	Lecturer: Dr. Nugent	Prior to class, select any monumental or memorial site in the city and reflect on these prompts in your journal:	<i>Read:</i> Marina Warner, Monuments and Maidens (1985), pgs. 3-18. ~30 minutes.

			<i>Who is represented in the monument or memorial—men, women, both? Describe the materials, style, and composition used to depict people in the monument or memorial. What does the monument or memorial communicate about the attributes, identities, roles, and historical significance of men and of women?</i> Assignment 2 due Sunday, October 11 at 11:59 PM (Tutorial essays due October 18.)	Public Law 116-217 (2020). ~Five minutes. Executive Order on Recognizing and Honoring Women's History (2024). ~10 minutes. Public Law 118-226 (2025): "Women's Suffrage National Monument Location Act" (2025). ~Five minutes
--	--	--	---	--

Hands-on History: Memorializing Sacrifice (optional)

Examine the [Christopher Columbus Memorial Fountain](#) in front of Union Station with faculty on Monday, October 12 at 9 AM, followed by coffee and discussion nearby at Ebenezer's.

III. Space

How do museums both reflect and influence the course of history?

What purpose should museums serve for the public?

How should the content, message, and experience of museums be designed—and by whom?

SESSION	DATE	LOCATION and SPEAKER	ASSIGNMENT	READING
Week 7: Exhibiting national history	Tuesday, October 13, 6:30-9:30 PM	Archer Center	Prior to class, visit one of the Smithsonian museums and reflect on this prompt in your journal: <i>How does the museum organize objects and information, and how do visitors engage with the museum? What historical narratives and other meaning does the museum communicate? To what extent does the museum accomplish its purpose?</i>	<i>Read:</i> David Allison and Hannah Peterson, <i>Exhibiting America: The Smithsonian's National History Museum, 1881-2018</i> (2021), chapter 2, pgs. 7-42. Tony Bennett, <i>The Birth of the Museum</i> (1995), selections.
Week 8: Possessing and Dispossessing History	Tuesday, October 20, 6:30 – 9:30 PM	Archer Center Guest speaker Dr. Dorothy Lippert [tbd]	Prior to class, visit the National Museum of the American Indian and reflect in your journal on the following prompts:	<i>Read:</i> Philip Deloria, “ The New World of the Indigenous Museum ,” <i>Daedalus</i> (2018). ~30 minutes

			<i>Describe your experience moving through the space of the museum. How do the design, collections, and interpretative materials compare with other museums you have visited? How do we determine who has the authority to own and make meaning from historical objects? How would you advise the Smithsonian to approach the question of repatriating Native remains and objects?</i>	“Repatriation of Native American Remains and Cultural Items: Requirements for Agencies and Institutions” (Congressional Research Service, 2024). ~15 minutes 25 USC Ch. 32: Native American Graves Protection and Repatriation. ~15 minutes 20 USC Ch. 3, Subchapter XIII: National Museum of the American Indian. ~15 minutes.
Week 9: Competing narratives	Tuesday, October 27, 6:30 to 9:30 PM	Archer Center	Third Assignment due Sunday, November 1 at 11:59 PM (Tutorial essays due November 8.)	<i>Read:</i> Ernest Renan, “What is a Nation?” (1882). ~60 minutes. Lyndon Johnson, “Remarks at the Dedication of the Smithsonian Institution's Museum of History and Technology”(1964). ~10 minutes. Benjamin Filene, “Weaving a National

				Story as the Nation Frays: The National Museum of American History.” <i>Curator</i> (2026), pgs. 248–253. ~15 minutes Executive summary of <i>Saving America’s Story</i> (2026). ~15 minutes.
--	--	--	--	---

Hands-on History: Curating History (optional)

Examine the depiction of history at Tudor Place in Georgetown on October 24 at 2 PM, led by curator Amy Durbin and Professor Cassandra Good, experts on this site. Please sign up here if you will attend. We will cover the cost of admission and hot chocolate at Burdick’s afterward.

IV: Voice

As a medium of recording and recounting history, what distinguishes the spoken word?

How does our sense of history appear in political discourse and influence policymaking?

SESSION	DATE	LOCATION and SPEAKER	ASSIGNMENT	READING
Week 10: Speaking History	Tuesday, November 3 6:30 to 9:30 PM	Archer Center Lecturer: Dr. Newman	Please bring your reflection journal to class.	<i>Read:</i> Alessandro Portelli, “What Makes Oral

				History Different" (1979). ~30 minutes Kariann Akemi Yokota, "Oral Histories as Living Histories" (2002). ~30 minutes
Week 11: Local voices, national narratives	Tuesday, November 10, 6:30 – 9:30 PM	Meet at the MLK Jr. Memorial Library	Please bring your reflection journal.	<i>Read:</i> Chris Myers Asch and George Derek Musgrove, <i>Chocolate City</i> (2017), pgs. 320-349. <i>Review selections from:</i> DC Oral History Collaborative: "DC Council 50th Anniversary of Home Rule"
Week 12: Historical consciousness and policymaking	Thursday, November 17, 6:30 to 9:30 PM	Archer Center Guest speaker Dr. John Gleb, State Department Office of the Historian (tbd)	Please bring your reflection journal to class. Fourth assignment due by 11:59 PM on Sunday, November 22 at 11:59 PM. (Tutorial essays due November 29.)	<i>Read:</i> Ernest May and Richard Neustadt, <i>Thinking in Time: The Uses of History for Decision Makers</i> (2011), chapter 1. <i>Listen:</i> "Off the record meeting on Cuba," October 16, 1962 (Kennedy Presidential Library).

Hands-on History: (optional)

On Saturday, November 21, at 10 AM, meet at the Archer Center to participate in the recording of an oral history, led by Prof. Newman.

SESSION	DATE	LOCATION and SPEAKER	ASSIGNMENT	READING
Week 13: Thinking and Working Historically	Tuesday, November 24, 6:30 – 8:30 PM	Archer Center	Please bring your reflection journal. Complete your end-of-semester survey by Sunday the 29th.	

Pre and post-semester survey (10 points)

During the first week and the final week of the semester, you will submit a self-assessment and reflection survey related to our course objectives in Canvas.

The start-of-semester survey is due on Sunday, September 6 (5 points).

The end-of-semester survey is due on Sunday, November 29 (5 points).

You must submit these on time to receive credit.

Assignments and Engagement (80 points)

After each of the four course modules—Text, Stone, Space, Voice—you will submit a short assignment. Each assignment requires you to synthesize and apply what you have learned during that module.

Your grade for each will reflect both your submitted assignment and your classroom engagement during the class sessions for that module (15 points for the submitted assignment, 5 points for classroom engagement). Each assignment will be assessed according to a rubric, which you should consult as you develop your assignment.

For each assignment, we will provide guidance on the appropriate use, if any, of AI tools.

1. Assignment #1 (Text): Due Sunday, September 20, 11:59 PM (20 points)

2. Assignment #2 (Stone): Due Sunday, October 11, 11:59 PM (20 points)
3. Assignment #3 (Space): Due Sunday, November 1, 11:59 PM (20 points)
4. Assignment #4 (Voice): Due Sunday, November 22, 11:59 PM (20 points)

Tutorial (10 points)

For one of your four written assignments, you and two fellows in your Neighborhood group will meet with your instructor for a guided, in-depth conversation, or [tutorial](#), about your essay.

First, you will submit your essay by the due date for the assignment, on Sunday. During the following week, you three will meet for an hour-long tutorial with your instructor to closely discuss the ideas in your essays. Based on the discussion, you will submit a revised version of your essay by that Sunday. Your grade will reflect your engagement in the tutorial and revision of your essay.

Grading Policy

Faculty will grade all assignments according to the rubrics in Canvas.

Midterm grades will be posted by **October 17**. Final grades will be reported to your home UT System institution by **December 11**, and posted in accordance with their respective grade submission deadlines.

Note: UT System campuses vary in their use of the +/- grading scale. Grades for students enrolled at campuses that do not follow this system will be reported as follows: A (90-100), B (80-89), C (70-79), D (60-69), F (59 or lower).

Course Policies

Attendance

We expect you to arrive on time and ready to participate fully in class. If you are unable to attend class or may be delayed due to circumstances beyond your control, please inform Dr. O'Leary and your Neighborhood Group lecturer as soon as possible prior to class. Voluntary attendance at professional events or personal travel are not excused absences.

Unexcused absences or lateness will diminish your grade. Each unexcused absence will reduce your final course grade by 5-points (e.g. if you earn a 94 but have one

unexcused absence, you will receive an 89; if you have two unexcused absences, you will receive an 84; and so on).

You have one, no-questions-asked excused absence from class. That is, you may miss one session without explaining the reason, though it is your professional responsibility to inform your instructor *before* class that you will be absent.

Classroom Citizenship

All students and faculty must adhere to the Guiding Principles for Archer Fellows.

1. Archer Fellows represent not only themselves, but their home institutions, the Archer Center, the UT System, and the State of Texas.
2. The Archer Center expects all Archer Fellows to abide by the highest standards of conduct, demonstrating the utmost integrity, character, respect, and professionalism.
3. The Archer Center is committed to ensuring an enriching cohort and learning environment by selecting students with varying interests, fields of study, and political perspectives.
4. The Archer Center is committed to bringing together students who value constructive and respectful dialogue among individuals and groups with varying ideas.
5. Archer Fellows are expected to respect varying political, personal, and religious beliefs within the cohort and throughout the program.
6. As an educational program, the Archer Center sees all aspects of the Archer Fellowship experience as an opportunity for learning, from the application and internship search process to the academic, networking, professional, and fellowship opportunities provided throughout the semester.
7. The Archer Center and Archer Fellows have a shared commitment to open, honest, and timely communication.

Class Recordings

Unless the AccessAbility Resource Center 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 accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Reporting Sexual Misconduct and 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 confidential resources, including, but not limited to:

1. the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255),
2. a health care provider in the Student Health Center (972-883-2747),
3. a clergyperson (or other legally recognized religious advisor) of their choice, or
4. 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 Title IX Coordinator by making a [report](#) online or by calling the Title IX Coordinator at 972-883-2306. Students may also contact the [UTD Police Department \(UTDPD\)](#) for emergency assistance; criminal reporting and investigation; information or assistance regarding protective orders or forensic sexual assault exams; or to request a police escort. In case of emergency, call 911. For non-emergency situations, students can reach the UT Dallas Police Department by calling 972-883-2222. For more information about available support and resources, students can visit the [Office of Institutional Compliance \(Support Services & Resources\)](#) webpage.

Pregnancy and Parenting

UT Dallas is committed to providing support and resources for pregnant and parenting students, faculty, and staff in accordance with Title IX, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Texas Education Code Section 51.982, and other applicable federal and state laws. Pregnant and parenting students are encouraged to complete the [Pregnant and Parenting Self-Identification Form](#) located on the [Office of Institutional Compliance's website](#). Submitting this form allows for a coordinated University effort to help facilitate support for pregnant and parenting students, such as early registration for parenting students and accommodations for pregnant students. For more information about the services and

resources available to pregnant and parenting students, visit the [Pregnant & Parenting Resources page](#) and the [Student Pregnancy and Parenting Nondiscrimination Policy](#).

Nondiscrimination

UT Dallas prohibits all forms of discrimination (including harassment) based on race, color, religion, sex (including pregnancy), sexual orientation, gender identity, gender expression, age, national origin, disability, genetic information, or veteran status. UT Dallas further prohibits all forms of sex-based discrimination (including sex-based harassment). Students who believe they have been discriminated against or harassed in violation of University policy, or who believe that someone else has been discriminated against or harassed, are encouraged to directly report these incidents to the Office of Institution Compliance by making a [report](#) online or by calling the Office of Institution Compliance at 972-883-2306. For more information, see the University's [Nondiscrimination Policy](#) and [Sexual Misconduct Policy](#). For additional information about available support and resources, see the Office of [Institutional Compliance \(Support Services & Resources\)](#) webpage.

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 [UT Dallas Undergraduate Catalog](#), and the [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.

Academic Integrity

The faculty expects from its students a high-level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work. Additional information is provided within their website.

Academic Dishonesty: Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found [on their website](#).

Military-Affiliated Students

At the University of Texas at Dallas, we are committed to supporting our military and veteran students and their spouses and dependents as they pursue their academic

goals. Recognizing the unique challenges faced by those who have served, we strive to create a welcoming and supportive environment. Please contact your instructor if you are on active duty, called to serve, or if any aspect of your current or past military service, or your family situation, makes it challenging to meet the course requirements or affects your academic progress. Your instructor is committed to supporting you and will work with you to address any complications.

The Military and Veteran Center ([MVC](#)) offers a range of resources and referrals to campus and community partners, ensuring that our military and veteran students can access the assistance they need. Whether it is academic advising, financial aid, or personal support, the MVC is dedicated to helping our students succeed and thrive in their educational journey.

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.

Accommodations for Students with Disabilities

The University of Texas at Dallas is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. 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.

Religious Holy Days

UT Dallas will excuse a student from class or other required activities, including examinations and travel time, for the observance of a religious holy day for a religion

whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the school's vice or associate dean, who serve as the President's designees for these rules. The vice or associate deans must take into account the legislative intent of *Texas Education Code* 51.911(b), and the student and instructor will abide by the decision of the vice or associate dean.

This information is also included in the online UT Dallas [Undergraduate Catalog](#), and the [Graduate Catalog](#).