BRANIFF GRADUATE SCHOOL OF LIBERAL ARTS

INSTITUTE OF PHILOSOPHIC STUDIES

STUDENT HANDBOOK

2020–2021

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FOREWORD

The University of Dallas is an equal opportunity, co-educational and Catholic institution of higher learning. It is open to students and faculty of all faiths, and does not discriminate in admissions or employment on the basis of race, color, sex, age, handicap, or national origin. Every effort has been made to include in this handbook information that, at the time of printing, most accurately and pertinently represents the IPS program. However, the provisions of this handbook are subject to change by the University without notice and do not constitute a contract between any student and the University of Dallas.

As a private institution the University explicitly reserves the right to judge whether it is in the best interests of the institution that a student be allowed to continue affiliation and may, for reasons deemed sufficient by the University itself, discontinue affiliation. By registering, the student concedes to the University the right to require withdrawal whenever it deems withdrawal necessary.

Students are responsible for familiarizing themselves with all policies and for complying with all procedures in this Handbook, the current University Bulletin, and the current University of Dallas Student Handbook. The Student Handbook may be obtained from the Office of Student Life, Haggar Center.

HISTORY OF THE INSTITUTE OF PHILOSOPHIC STUDIES

What is now the Institute of Philosophic Studies developed from an integrated program in Literature and Politics conceived by Louise Cowan and Willmoore Kendall. Their founding conviction was that Politics and Literature, in their search for wisdom and understanding about the most important things, shared a common focus on human discourse and its reflection of the human soul. Graduate education in the liberal arts at the University of Dallas found its object of study in the concrete, personal human experience expressed in the canon of great literature of the West and subjected its various images of man to philosophic reflection. From its beginning, therefore, graduate education in the liberal arts has centered its focus on the textual tradition stretching from the ancient Greeks and Hebrews to contemporary classics. Supported by the generous philanthropy of the Blakely-Braniff Foundation, the program began in 1966.

In 1972, the Politics-Literature program, initially named the Willmoore Kendall Program, became the Institute of Philosophic Studies. Its aim was to revitalize various cognate humanistic disciplines by returning them to the question of their philosophic foundations, thus making the Ph.D. the title of a genuine Philosophiae Doctor, a doctor in philosophy. A program in anthropological psychology was added at that time. Subsequently, a philosophy program was undertaken in 1973 and a theology program in 1976.

As a result of a rigorous self-study begun in 1982, the Institute of Philosophic Studies reached its current configuration in 1985. It now offers a single Ph.D. in Philosophic Studies with concentrations in the disciplines of Literature, Philosophy, and Politics. The study of classic texts was adopted as the primary mode of instruction in the Institute as a whole. In order to bring the concentration disciplines into dialogue with each other, a common core of course work was established. Occupying twenty-one hours in the doctoral curriculum, it requires courses that engage fundamental texts, principles, and issues that are formative of the theological, literary, philosophical, and political strains in the moral and intellectual tradition of the West. The remaining course work is devoted to mastery of the questions, canon, and mode of inquiry particular to one of the three concentration disciplines.

ON THE CORE CURRICULUM

The unifying character of the Ph.D. program in the Institute of Philosophic Studies finds its chief expression in its Core Curriculum. It summons the IPS faculty and students to the task of recovery and renewal of the tradition of Western liberal education and the Christian intellectual life. "Recovery" means that there is wisdom in the past. It insists that those who went before have much yet to teach those who come after. It holds that in our search for wisdom about the most important things, the ingenious, formative minds of the past should be chief companions in the inquiry. Moreover, it implies that any grasp of present realities and any serious projects for the future are intimately bound up with the principles of the great tradition. "Renewal" reminds us that history always puts a new face on the difficulties that beset those who endeavor to seek truth and justice in their own time. The IPS faculty accepts the challenge to think critically and creatively about the most significant issues. Indeed, it is the compelling force of our questions today that gives direction and purpose to our study of the tradition. Ancient verities can be neglected, and neither the ancients nor the moderns saw the whole of truth clearly. It is with this sense of purpose our doctoral students are asked to examine at their deepest level the principles of Western liberal learning.

Philosophy, Politics, Literature, and Theology are the four disciplines of the Institute. Although they are four distinct ways of knowing, each engages fundamental questions that concern the whole context of existence. Philosophy and Politics represent the fundamental speculative and practical modes of inquiry respectively, while Literature presents the lived through possibilities embodying philosophy in a whole life. The three disciplines together are cut across and penetrated by the dialogue between faith and reason rooted in revelation and sustained by Theology. Through the Core Curriculum and its interdisciplinary character the student experiences the common quest for wisdom through the differing and complementary disciplines.

The primary vehicle of instruction is the close study of great texts, distinguished by their power to illumine reflective minds across generations and cultures. Although each of these works presents a face of the human soul and its deepest moral and metaphysical concerns in concrete, particular historical contexts, each also possesses the genius to lead reflective thinkers into a consideration of first things.

Core Courses (See most recent *General Bulletin*)

1. HOMER AND VERGIL. A study of the *Iliad* and the *Odyssey* of Homer and Vergil's *Aeneid*.

2. PLATO AND ARISTOTLE. Careful reading of seminal texts by two thinkers who laid the foundations of Western philosophy.

3. AUGUSTINE AND AQUINAS. A study of the two Christian thinkers. Readings may include *Confessions*, *City of God*, and the *Summa Theologiae*.

4. DANTE AND MILTON. A reading of Dante's *The Divine Comedy* and Milton's *Paradise Lost.*

5. HOBBES AND ROUSSEAU. A study of the *Leviathan* and selections from Rousseau contrasting their positions on modernity.

6. HEGEL, NIETZSCHE AND DOSTOEVSKY. A study of three thinkers in transition between modernity and postmodernity.

8V99 Doctoral Readings. Registration for this course indicates that the student is involved full time in studies necessary for degree completion. At the end of each Reading course the student must demonstrate progress toward completion of requirements. Registration requires the approval of the Graduate Dean. Students are generally limited to a total of *six* graduate level non-credit Reading courses. No more than two doctoral readings may be used to prepare for the

comprehensive examination. A matriculation fee is required. It entitles the student to the use of the library and other services.

9697 Dissertation Research I. (Dissertation Prep Seminar) Full time in the research and writing of the doctoral dissertation under the guidance of an approved director. A grade of T is assigned for this six-credit-hour course that remains until after the defense of the dissertation. Prerequisite: Completion of both foreign language requirements and comprehensive examination.

9698 Dissertation Research II. Full time in the research and writing of the doctoral dissertation under the guidance of an approved director. A grade of T is assigned for this six-credit-hour course, which remains until after the defense of the dissertation. Prerequisite: Approved proposal.

INSTITUTE OF PHILOSOPHIC STUDIES CORE CURRICULUM
THREE-YEAR CYCLE

	SPRING I	**FALL I**	**SPRING II**
Core Curriculum	Homer and Vergil 8311	Plato and Aristotle 8321	Augustine and Aquinas 8326
Concentration	1	3	5
Concentration	2 or BIBLE*	4	6 or BIBLE
Elective			Elective 1 or Concentration 13
	FALL II	**SPRING III**	**FALL III**
Core Curriculum	Dante and Milton 8341	Hobbes and Rousseau 8336	Hegel, Nietzsche, and Dostoevski 8352
Concentration	7	9	11
Concentration	8	10	12
Elective	Elective 2 or Concentration 14	Elective 3 or Concentration 15	Elective 4 or Concentration 16

*No specific Bible course is listed as a core course, but one Bible course (which may be taken in a fall or spring semester) is required to complete the degree.

Representative Texts Studied in the IPS Core

- *Bible*: Genesis, Exodus, Job, Psalms (1, 2, 22, 23, 29, 37, 47, 51, 53, 73, 95, 110, 130, 146-150), Isaiah, Matthew, John, Romans, Corinthians I and II, Revelation
- Homer: *Iliad, Odyssey*
- Plato: *Republic*
- Aristotle: *Nicomachean Ethics*
- Vergil: *Aeneid*
- Augustine: *Confessions* and *City of God*
- Aquinas: *Summa Theologiae*
- Dante: *Divine Comedy*
- Machiavelli: *The Prince*
- Descartes: *Meditations*
- Shakespeare: *Hamlet, Tempest, King Lear*
- Hobbes: *Leviathan*
- Milton: *Paradise Lost*
- Rousseau: *Discourse on the Sciences and Arts*, *Discourse on the Origin of Inequality*, and *Emile*
- Kant: *Prolegomena to Any Future Metaphysics* and *Grounding for the Metaphysics of Morals*
- Hegel: *Phenomenology of Spirit* or *Encyclopedia*
- Nietzsche: *Genealogy of Morals* or *Beyond Good and Evil* or *Thus Spoke Zarathustra*
- Dostoevski: *Brothers Karamazov*
- Heidegger: *Question Concerning Technology*

ON THE CONCENTRATIONS

At present, the areas of concentration offered in the Institute are Literature, Philosophy, and Politics. Over their course of studies, students are required to earn the 21 credit hours of core courses, and 45 credit hours of course work in their area of concentration, 9 of which may be electives in a related discipline with the approval of their concentration director. The Ph.D. dissertation and major portions of the Qualifying and Comprehensive Examination are also ordered toward the mastery of the student's discipline. Although acquisition of one's discipline demands a degree of special knowledge and a high level of professional competence in the mastery of issues, canons, and modes of analysis, education in the concentration also aims to sustain a broad, philosophical concern with first principles.

Literature

The philosophic character of literary study within the Institute is reflected in a concentration upon major authors whose works can claim philosophic scope and penetration. The approach to these works is also philosophic. Students inquire into the issues treated by great writers, considering the literary treatment as one voice in a conversation within which philosophers, theologians, and political thinkers also participate. The poet seeks to supplant opinion with knowledge by means of constructing a coherent vision of reality just as philosophers seek the same end through dialectic. The aim of study therefore is to share in the poet's wisdom concerning a reality already constituted before imagination sets to work on it, but imperfectly known until illuminated and ordered by art. Courses focus upon literature as a distinct way of knowing, irreducible to other modes of knowledge but best understood and assessed when studied in company with other modes of discourse directed to common subjects. Institute students join teachers dedicated to grasping in what manner poetic art can provide knowledge of reality and to discerning what that knowledge may be.

Students learn to apprehend the form of literary art by attending to the qualities of poetic speech and by studying the kinds of poetry. They investigate such constants of the art as myth, symbol, analogy and figure, image, prosody, and style. In the process they come to appreciate the notable congruence of particularity with generality that characterizes the poetic mode of being and that has led thinkers to define a poem as a "concrete universal." The kinds of poetry—the perennial genres—need not be taken as prescriptions arbitrarily imposed, for they can be understood as the natural shapes literature displays when it envisions different human actions.

Neither the constants of poetic speech nor the continuities of genre sufficiently specify the particular purchase upon human issues offered by any great poem. To bring this meaning into sharper resolution requires the final act of literary understanding, interpretation of individual poems, an undertaking in which the comparison of poem with poem has its instructive part. Critical interpretation entails the most careful and sustained attentiveness to elucidating meaning and culminates in critical judgment of the contribution of that meaning to one's grasp of the truth.

The interpretive dimension of the program is reflected in courses that find their formal object sometimes in a genre (Epic, Lyric, Tragedy/Comedy, Menippean Satire or Russian Novel), sometimes in a literary movement (Renaissance Drama, Romantic/Victorian Literature, Augustan Literature, American Literature, Southern Literature, Twentieth-Century Literature), sometimes in major authors (Dante, Chaucer, Spenser, Milton, Shakespeare, Dostoevsky, Faulkner, Hawthorne, Melville, or James). Students confront the claims of classical, Christian, and modern poets. They thereby enter into the issues that cause the Western tradition to be a tradition of controversies.

Literature Reading List

* indicates works on the IPS Core Reading List

Narrative and Dramatic Literature

Homer, **The Odyssey*
Aeschylus, *Oresteia*
Sophocles, *Oedipus the King*, *Oedipus at Colonus*, *Antigone*
Euripides, *The Bacchae*, *Hippolytus*
Aristophanes, *The Frogs*, *The Clouds*
Geoffrey Chaucer, *Troilus and Creseyde*, *The Canterbury Tales* (General Prologue, Knight's Tale, Miller's Tale, Wife of Bath's Tale, Merchant's Tale, Franklin's Tale, Parson's Tale)
Thomas More, *Utopia*
Edmund Spenser, *The Faerie Queen* (books 1 and 2)
William Shakespeare, **Hamlet*, *Macbeth*, *Julius Caesar*, *Henry IV* & *V*, *A Midsummer Night's Dream*, *Measure for Measure*
John Milton, **Paradise Lost*, *Samson Agonistes*
Alexander Pope, *Essay on Man*
Jonathan Swift, *Gulliver's Travels*
William Wordsworth, *The Prelude*
Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*
Alfred Lord Tennyson, *In Memoriam*
T. S. Eliot, *The Waste Land*

Fiction

Jane Austen, *Emma*
Joseph Conrad, *Lord Jim*, *Heart of Darkness*
Charles Dickens, *Great Expectations*
George Eliot, *Middlemarch*
William Faulkner, *Light in August*
Henry Fielding, *Tom Jones*
Gustave Flaubert, *Madame Bovary*
Nathaniel Hawthorne, *The Scarlet Letter*
Henry James, *The Ambassadors*
James Joyce, *Ulysses*
Herman Melville, *Moby Dick*
Laurence Stern, *Tristram Shandy*
William Thackery, *Vanity Fair*
Leo Tolstoy, *Anna Karenina*
Mark Twain, *The Adventures of Huckleberry Finn*
Virginia Woolf, *To the Lighthouse*

Poetry (You should know a significant body of the poetry of these poets, but these especially)

William Shakespeare, Sonnets 29, 30, 55, 65, 73, 94, 116, 129, 146

John Donne, "The Canonization," "A Valediction: Forbidding Mourning," "The Ecstasy," "The Good-Morrow," "The Sun Rising," "Air and Angels," "The Relique," "A Nocturnal upon St. Lucy's Day," Holy Sonnets 10 and 14.

George Herbert, “The Altar,” “Affliction,” “Prayer (I),” “Jordan (I),” “Virtue,” “The Pulley,” “The Collar,” “Easter Wings,” “Love (III)”

John Milton, “Lycidas,” “On the Morning of Christ's Nativity,” “How Soon Hath Time,” “When I Consider How My Light is Spent,” “Methought I Saw My Late Espoused Saint”

William Blake, “Introduction” to *Songs of Innocence*, “Introduction” to *Songs of Experience*, “The Lamb,” “The Tyger,” “The Sick Rose,” “The Garden of Love,” “London,” “Mock on, Mock on, Voltaire, Rousseau,” “O Did Those Feet in Ancient Times”

William Wordsworth, “Lines Composed a Few Miles above Tintern Abbey,” “She Dwelt among the Untrodden Ways,” “A Slumber Did My Spirit Seal,” “I Wandered Lonely as a Cloud,” “Michael,” “Composed upon Westminster Bridge,” “Ode: On Intimations of Immortality from Recollections of Early Childhood,” “The Solitary Reaper”

John Keats, “On First Looking into Chapman’s Homer,” “La Belle Dame Sans Merci,” “Ode to a Nightingale,” “Ode on Melancholy,” “Ode on a Grecian Urn,” “To Autumn”

Robert Browning, “My Last Duchess,” “Fra Lippo Lippi,” “Andrea del Sarto,” “Two in the Campagna,” “Childe Roland to the Dark Tower Came,” “Caliban upon Setebos”

Emily Dickinson, “Safe in their Alabaster Chambers,” “The Soul Selects Her Own Society,” “After Great Pain a Formal Feeling Comes,” “I Heard a Fly Buzz When I Died,” “Because I Could not Stop for Death,” “Further in Summer than the Birds,” “Tell All the Truth but Tell it Slant,” “As Imperceptible as Grief”

William Butler Yeats, “Easter 1916,” “The Wild Swans at Coole,” “The Second Coming,” “Leda and the Swan,” “Dialogue of Soul and Self,” “Sailing to Byzantium,” “Byzantium,” “Among School Children,” “Lapis Lazuli”

T.S. Eliot, “Preludes,” “The Love Song of J. Alfred Prufrock,” “Gerontion,” *The Waste Land*, “The Journey of the Magi,” “Ash Wednesday”

Robert Frost, “Nothing Gold Can Stay,” “Mending Wall,” “Birches,” “After Apple-Picking,” “The Road Not Taken,” “Stopping by Woods on a Snowy Evening,” “For Once, Then Something,” “Desert Places,” “Design,” “Never Again Would Birds’ Song Be the Same,” “Directive”

Wallace Stevens, “Sunday Morning, “Thirteen Ways of Looking at a Blackbird,” “Anecdote of a Jar,” “The Snow Man,” “The Idea of Order at Key West,” “A Postcard from the Volcano,” “Of Modern Poetry,” “The World as Meditation,” “To an Old Philosopher in Rome”

Literary Criticism

Aristotle, *The Poetics*
Sir Philip Sidney, “An Apology for Poetry”
William Wordsworth, “Preface to *Lyrical Ballads*”
Samuel Taylor Coleridge, *Biographia Literaria* (selections)
John Keats, Selected Letters
T.S. Eliot, “Tradition and the Individual Talent”
Allen Tate, “The Man of Letters in the Modern World”
Wallace Stevens, “The Noble Rider and the Sound of Words”
Derrida, “Structure, Sign, and Play in the Discourse of the Human Sciences”

Philosophy

The aim of philosophy at the University of Dallas is to recover a wisdom that deals with those "first things" that ground and locate human experience within the whole of being. Philosophy is impelled by reference to that totality which distinguishes human existence. It analyzes the frameworks within which other human endeavors occur and recommends ways in which they might be situated so as to throw light on the character of the totality. Such illumination, in turn, affects those other human endeavors by giving them perspective. By reason of its location in a Catholic institution, the department of philosophy is particularly interested in the ways revelation has led to development within a properly philosophic wisdom available to believers and unbelievers alike.

The major tool of philosophic research lies in the careful study of classic texts from Plato and Aristotle to Heidegger and Wittgenstein. The cultivation of competence in logic and facility in at least one classical and one modern language are viewed as indispensable auxiliaries in the project. The underlying conviction is that texts that have merited the study of reflective minds throughout the centuries contain profound insights into the fundamental issues of being and thought. Moreover, these books have been instrumental in the formation of our own intellectual horizon. This approach aims at understanding "the things themselves" through dialogue with the masters.The intent is to see the same things in different ways and thereby learn to assess the value and limitations of the differing ways with a view toward an ever-developing wisdom regarding the whole.

The curriculum is divided between "historical" and "topical" courses, the former dealing with an epoch or an individual thinker, the latter with a philosophic topic or issue. But both types of courses are, in different ways, historical and topical. Although the topical courses are ordered toward a given topic or issue (e.g., ethics or metaphysics), they may draw from the entire textual tradition of discourse about the issues in question. Although the historical courses are situated in a given time frame, their intent is to engage the issues through the thinker or thinkers studied.

Courses likely to be offered include the following: historical courses in a sequence divided into Antiquity, Late Antiquity and the Early Middle Ages, the Later Middle Ages, Early Modernity, Later Modernity, and Postmodernity; topical courses such as Philosophical Anthropology, Metaphysics, Epistemology, God, Ethics, Science, Language, Law, Aesthetics, History, and Technology; and advanced seminars on topics and problems of interest to Philosophy faculty.

Philosophy Reading List

Parmenides	*On Nature*
Plato	*Republic*
_____	*Apology*
_____	*Crito*
_____	*Phaedo*
_____	*Symposium*
_____	*Theaetetus*
Aristotle	*Categories*
_____	*Posterior Analytics* I.1–6, 18, 34–5; II.1–2, 8–11, 19
_____	*Physics* I–III.3
_____	*On the Soul*
_____	*Metaphysics* I–IX, XII
_____	*Nicomachean Ethics*
Epictetus	*Discourses* I–II
Plotinus	*Enneads* (selection by A. H. Armstrong, 1953)
Augustine	*Confessions*
	City of God VIII and XIX
Pseudo-Dionysius	*Mystical Theology*
	The Divine Names
Anselm	*Monologion*
	Proslogion
Avicenna	*The Metaphysics of "The Healing"* (trans. M. Marmura), I.1–7, V, VIII.3–7
Averroës	*The Incoherence of the Incoherence* (trans. S. Van Den Bergh), 4th, 5th, and 13th Discussions
Maimonides	*Guide of the Perplexed*, Introduction to First Part, I.50–II.31, III.8–24
Bonaventure	*The Itinerary of the Mind into God*
	The Reduction of the Arts to Theology
Aquinas	*Summa theologiae* I.1–13, 75–89, I–II.1–5, 90–97
_____	*De ente et essentia*
Duns Scotus	*Ordinatio* I, dist. 2, qu. 1; I, dist. 3, qu. 1; II, dist. 3, part 1, qu. 1–6
William of Ockham	*Ordinatio* I, dist. 2, qu. 4–8
	Questions on the Physics I, qu. 132–36, and *Quodlibet* I, qu. 1
Descartes	*Meditations on First Philosophy*
_____	*Discourse on Method*

Leibniz	*Discourse on Metaphysics*
_____	*Monadology*
Locke	*Essay Concerning Human Understanding* (Intro.; Bk. 1, ch. 1; Bk. 2, ch. 1–13, 19–27, 31–33; Bk. 3, ch. 1–3; Bk. 4, ch. 1–4, 9–11, 18–19)
Hume	*An Inquiry Concerning Human Understanding*
_____	*Dialogues Concerning Natural Religion*
Rousseau	First Discourse: *Discourse on the Sciences and the Arts*
Kant	*Grounding for the Metaphysics of Morals*
_____	*Critique of Pure Reason*
Hegel	*Philosophy of Spirit* (Part 3 of the *Encyclopedia of Philosophic Sciences*)
Kierkegaard	*Fear and Trembling*
_____	*Concluding Unscientific Postscript*
Mill	*Utilitarianism*
_____	*On Liberty*
_____	*The Subjection of Women*
Nietzsche	*Genealogy of Morals*
_____	*Thus Spake Zarathustra*
Bergson	*An Introduction to Metaphysics*
Husserl	*Ideas* I, section 2: "The Fundamental Phenomenological Outlook"
_____	"Philosophy and the Crisis of European Humanity" (Vienna Lecture, in the appendix to *Crisis of European Sciences and Transcendental Phenomenology*)
Wittgenstein	*Tractatus Logico-Philosophicus*
_____	*Philosophical Investigations*
Heidegger	*Being and Time*
_____	"What is Metaphysics?"
_____	"The End of Philosophy and the Task of Thinking"

Politics

The study of politics at the University of Dallas comprises all things human. If the polis is the association whose purpose is the complete human life, then politics includes all the activities whose end is the complete human life. In reflecting upon these activities, politics becomes philosophic. Indeed, it is only political philosophy, whose founder was Socrates, which takes seriously the possibility of the best regime as the standard whereby every other polity is to be judged. Political philosophy, according to Aristotle, is an inquiry into the soul. For, it is ultimately the proper order of the human soul which determines the proper order of constitutions.

The modern difficulty is that we no longer think of politics as concerned with all human things. The state has replaced the polis, and that means that we now understand politics as concerned only with the external conditions for human existence. In the Institute Politics program students engage the great texts of political philosophy. They enter a conversation or rather a dialectical exchange between the texts, the student, and the teacher that is ordered toward discovering the truth about human nature.

The program also means to restore the importance of the rhetorical tradition. We wish to restore the understanding of the power that the word has over the soul. The tendency in political thought today is to interpret human actions as caused by some impersonal force, whether the mode of production, the market place, sexual or biological forces, or the mysterious dispensations of History. Political thought becomes an epiphenomenon, a mere reflection or deceptive rationalization of true hidden causes. Thus not rhetoric, but a science of economics, of behavior, or of the history of being is said to be of primary importance.

Courses in contemporary politics are an integral part of the program. Just as Aristotle's *Politics* contains careful political analyses of the ancient Greek cities, so today the philosophic study of politics must provide an account of contemporary political life. In any program focusing on great texts there is always a danger of self-forgetful immersion in the past. The study of the present reminds us that political philosophy is intended not merely to understand political life but also to guide it—in the light of its ultimate goal, the good society.

Through the program in politics, the Institute hopes to help form students who will be able to bring to the perennial political questions an understanding shaped by the centuries of discourse on such questions. Students are asked to read the works of the tradition with a seriousness that, in the past two centuries, has too often been lacking. Such seriousness requires not only native intelligence and good character, but also a great capacity for work and a willingness to acquire all the tools necessary for such a task. One of these tools is a knowledge of the languages in which these works were originally written. The student is required to obtain a working knowledge of at least two of the languages of the philosophic tradition, one ancient and one modern.

Courses likely to be offered are: Xenophon, Plato's *Laws*, Thucydides, Aristotle, Plutarch, Cicero, Shakespeare, Machiavelli, Montesquieu, American Political Thought, American Constitutional Law, American Foreign Policy, Statesmanship.

Politics Reading List

Thucydides, *The Peloponnesian War*

Aristotle, *Politics*

Cicero, *Republic*

Plutarch, *Parallel Lives*, selections: Theseus, Romulus; Lycurgus, Numa; Alcibiades, Coriolanus; Alexander, Caesar.

Thomas Aquinas, "Treatise on Law," selections: *Summa Theologiae*, I-II, Questions 90-101, 104-105,108.

Machiavelli, *The Prince*.

John Locke, *Two Treatises of Governmen*t, all of the *Second Treatis*e, plus the following selections from the *First Treatise*: ch. 1, sec. 1-3; ch. 2, sec. 6-9, 14; ch. 4, sec. 21-27, 33, 39, 42, 43; ch. 5, sec. 44-47; ch. 6, sec. 53-61; ch. 9, sec. 86-100; ch. 11, sec. 106).

Declaration of Independence and the United States Constitution of 1787.

Virginia (1776) and Massachusetts (1780) Declarations of Rights.

Northwest Ordinance of 1787.

The Federalist.

Immanuel Kant, *Grounding for the Metaphysics of Moral*s.

Karl Marx, *The Communist Manifesto*; "Contribution to a Critique of Hegel's Philosophy of Right: Introduction."

Alexis de Tocqueville, *Democracy in America*, appropriate selections showing his approach to the topic. For example: Introduction (pp. 3-15), vol 1, pt 1, ch 2-5 (27-93), vol 1, pt 2, ch 5-6 (187-235), vol 1, pt 2, ch 9 (264-302), vol 2, pt 2, ch 1-8 (479-503), vol 2, pt 3, ch 8-12 (558-576), vol 2, pt 4, ch 1-3 and 6-8 (639-645, 661-676) (page numbers are from the Mansfield translation).

Abraham Lincoln, Speech on the Kansas-Nebraska Act (1854), Speech on Dred Scott (1857), First and Second Inaugural Addresses, Address to Congress on July 4, 1861, Gettysburg Address.

The Lincoln-Douglas Debates, ed. Robert W. Johannsen (New York: Oxford, 1965), selections showing the views of both Lincoln and Douglas. For example, 14-36, 78-79, 86-92, 145-49, 162-63, 195-200, 206-226, 229-39, 242-44.

The early Progressives: any writings of John Dewey, Richard T. Ely, Charles E. Merriam and/or others who illustrate their understanding of morality and politics.

Leo Strauss, any selections indicating his approach to political philosophy. For example, *What is Political Philosophy*, Chapter 1, 2, 3, and 9; or, *Natural Right and History*, Introduction, chapters 1 and 4, and one of the modern subchapters.

ON DEGREE REQUIREMENTS

The Institute of Philosophic Studies awards the Ph.D. and M.A., under the titles Doctor of Philosophy in Literature, Philosophy, or Politics, and Master of Arts in English, Philosophy, or Politics.

Doctoral Requirements

1. First year residency.

2. A total of 66 credit hours of course work that includes 21 hours of the Core Curriculum (6 Core courses over the 3-year cycle plus one Bible course), and 45 additional credit hours in the concentration (9 of which may be in a related discipline).

3. Successful completion of the Qualifying and Comprehensive Examinations.

4. Reading knowledge of one classical language (Latin or ancient Greek) and one modern language (usually French or German).

5. Successful defense of a Ph.D. dissertation.

Student Absences

Students are expected to attend all scheduled classes, and to satisfy all course requirements within the time limits established by their professors, unless prevented from doing so by extraordinary circumstances such as serious illness or unavoidable travel. A professor who deems that a student has been excessively absent during the first half of the semester may recommend that the student withdraw from the course. If a student has been excessively absent throughout the entire semester, the professor may withhold permission to take the final examination and, depending on the student's academic performance, assign a grade of F or FA (failure due to absence).

Time Limit

All requirements for the Ph.D. degree must be met within ***ten years*** from the time the student begins course work in the program. Periods for which a Leave of Absence is requested and formally granted are not counted toward the limit. Any extensions to the limit must be formally requested of and granted by the Director of the Institute.

Residence

Each student is required to complete the first two semesters in full time doctoral course work (9 credit hours per semester constitute full time course work). This one-year residency is the minimum required of all doctoral students. Generally, all course work is done in full time work. Part-time doctoral studies are discouraged and rarely permitted.

Course Work

Students are required to complete the 21-hour Core Curriculum sequence plus an additional 45 hours of course work in their chosen concentration, nine of which may be in a related discipline (with the approval of the concentration director).

A cumulative grade point average of 3.0 for all doctoral course work is required for graduation. A GPA of 3.5 is required for the maintenance of scholarship support.

Languages

Students must fulfill the language requirement in one of three ways:

1) By taking an upper level (3000+) course (other than the special reading courses) at the University of Dallas in the literature of the language in question and by passing with a grade of B or better (students entering the Institute with a bachelor's degree from the University of Dallas may fulfill the requirement with such a course taken at the University no more than three years prior to admission into the IPS). Request for this option should be made prior to the registration for a course. Upon completion the student should submit an unofficial transcript to the Braniff Office.

2) By taking and passing a written examination in a language. (This examination may be the final examination in the special language courses offered for graduate students.)

3) In the classical languages only, by passing a written examination on material from a classic text pertinent to the student's concentration and agreed upon by the Concentration Director and the Institute Director.

In some cases, where the student's dissertation requires proficiency in a language other than the normal four (for example, in dealing with Machiavelli or Cervantes or Kierkegaard), another language may be substituted for German or French. No one is allowed to do a dissertation on a topic whose major texts are in a language in which the student has not attained reading proficiency.

Before undertaking any of the ways of fulfilling the language requirement, the student should obtain a language approval form from the Braniff Graduate Office and secure the approval of the Concentration Director, the Graduate Dean and, with the exception of the course option, the language examiner.

All grades earned for foreign language courses will be recorded on the transcript but will not be included in determining the grade point average. The only exception will be for those language courses that may be counted for course credit towards your degree.

Qualifying Examination

The Qualifying Examination provides an occasion early in the student's course of study for the Institute faculty to assess the candidate's ability to continue in the program.

Students must take the Qualifying Examination after having completed three semesters in the Institute (or the equivalent in terms of courses taken, if courses from UD or another institution have been accepted for IPS transfer credit).

The Examination consists of three parts:

1. At least a week before the written exam, each student must submit an electronic copy of a ***substantial*** *paper* (of 10-20 double-spaced, typewritten pages) as evidence of writing, scholarly, and intellectual abilities. Although this paper may be one previously submitted as a course requirement in Concentration work at the University of Dallas, it should be free of instructor's grades or remarks.

2. ***A written examination*** is held during a four-hour period shortly before classes begin in January after the student has completed three semesters of course work. The exam will consist of an explanation of a passage selected by the student from three choices presented by the examination committee.

3. An ***oral examination*** is held two to three weeks after the written examination. It consists of a one-hour examination conducted by members of the Institute faculty. Although examiners will begin their questions with issues drawn from the written examination and submitted paper, they may range more broadly over related topics in the concentration and core.

The Qualifying Examination is conducted by an examining panel appointed by the Graduate Dean. The panel consists of at least one member from the Departments of English, Philosophy, and Politics. Members of this panel conduct each oral examination and are responsible for an overall assessment of the three parts of the Examination. The director of the student's concentration sits in on the examination *ex officio*. Together with the Graduate Dean, they shall determine whether the examinee should continue in the Ph.D. program. Should the panel find the student's examination unsatisfactory, the student will be allowed to complete the Institute Master's degree but will not be allowed to continue further in the Institute.

Preparing for the Dissertation: Advice from the Faculty

Immediately after passing the Qualifying Examination, students should begin preparing for the dissertation. Subsequent course work, foreign language study, and preparation for the Comprehensive Examination should be viewed with an eye to possible areas of intensive research and reflection. *If possible, students should choose as a concentration text for the Comprehensive Examination the primary text that will be the focus of the dissertation.*

Determining a dissertation topic and winning the cooperation of a faculty member as Dissertation Director is one of the doctoral student's most important tasks. Remember that a dissertation is written under the direction of a faculty member. Do not think of it as a free-lance operation for which one later seeks endorsement. Practically speaking, this means the topics ought to be ones of interest to the directors and ones in which they have special competence. Therefore, in the earliest stages of considering a Dissertation Proposal formulate the thesis and its development in consultation with a professor one hopes will be the Dissertation Director. This collaboration is more likely achieved if the student has prepared the way in previous course work, term papers, and serious discussion on the topic with members of the Institute Faculty. With respect to the proposal, the more it is developed in consultation with interested, competent faculty, the more likely it is to lead to an expeditiously and successfully completed dissertation.

After completing the Comprehensive Examination, students are given a dissertation handbook (*After the Comprehensives*) that outlines the steps for completing the doctoral degree.

Comprehensive Examination

The comprehensive examination provides an opportunity to achieve and demonstrate a comprehensive grasp of the area of concentration and of the core program.

The comprehensive examination is normally taken in the semester following the completion of 66 hours of course work and the two language requirements. In special cases it may be postponed a semester. It is offered twice a year and consists of both a written and an oral examination.

Comprehensive Examination Procedure

The written examination is offered in October and March of each year. It consists of three parts: (A) a four-hour examination on the first day on the Core; (B) a four-hour examination on the second day in the student's area of concentration; and (C) a four-hour examination on the third day on the text selected by the student.

1. Part A of the written examination is based on courses taken in the Core. Part B is based on courses taken in both the concentration and in the Core, as well as on the concentration reading list. In part C of the written examination, the student is examined on a book, a series of texts, or an author in the area of concentration. These are chosen by the student and approved by the Concentration Director and the Graduate Dean. This should be discussed with, and tentatively approved by, the Concentration Director in the semester before the examination. It must be officially approved within one week after the completion of the degree audit at the beginning of the semester when the comprehensive examination

is taken. The student is expected to know the text or texts thoroughly, including the major secondary literature.

2. A one-and-a-half hour oral examination is usually given within three weeks of the written examination. It includes questioning of the student's answers in the written examination, but may also include other questions about any of the texts on the concentration reading list or about the content of any course that the student has taken.

3. The questions for the written examinations in the concentration areas are composed by the faculty of the concentration concerned, with consultation of the Concentration Director and with the approval of the Graduate Dean. Those in the core are composed by a committee consisting of the Graduate Dean and the Concentration Directors.

4. The written examinations are graded by members of an examining committee, which will also conduct the oral examinations. All panel members will read each part of the written examination. The examining committee for each student will be chosen by the Graduate Dean in consultation with the Concentration Director and will normally consist of two members from the concentration, two from fields outside the concentration, and the Graduate Dean as Chairman.

5. At the discretion of the committee, students who do not pass may be given a re-examination no later than the semester following the one in which they failed the examination.

ON SCHOLARSHIP POLICY

Scholarships are awarded on the basis of academic achievement for a period of one academic year and are renewable annually. Scholarship support requires full-time study and covers required course work, Dissertation I and II, and language instruction at UD of up to 18 hours needed to meet the Language Requirements. To maintain a University scholarship a student is expected to keep a GPA of at least 3.5.

Students who receive a grade of "C" (2.0) or below in a course may retake the course to try to obtain a better grade. However, scholarships will not cover such retakes, nor will they cover retakes of, or substitution for, courses in which a grade of permanent Incomplete (I*) was earned. **Students must pay to retake courses that are required by their program and from which they have withdrawn unless they receive a waiver from the Graduate Dean.**

Students who decide to transfer from the IPS to one of the Master's programs forfeit their IPS tuition remission scholarship. Those who have received special University grants will no longer be eligible for them if they transfer out of the IPS.

Information regarding eligibility for federal and state financial aid is contained in the general bulletin of the University of Dallas.

OTHER POLICIES

Institute M.A.

Students in the Institute may apply for a Master of Arts in their concentration upon successful completion of forty-two credit hours (12 of which must be in the Core), fulfillment of one language requirement, and the successful completion of the Qualifying Examination. Proper distribution of credit hours involves at least thirty hours in the concentration, to which appropriate Core courses and other courses approved by the Concentration Director as part of the degree plan may apply.

Transfers of Graduate Credits

After students have successfully completed 9 credit hours in IPS Core courses, they may petition for a transfer of concentration credits from previous graduate studies. Note: transfer work may not be used to earn the Institute MA. If the previous work in question was done at an institution other than UD, then no more than nine credits may be transferred into the IPS. However, transfer of course credits is not automatic. The Concentration Director recommends the transfer and the Graduate Dean's signature makes the transfer final. Course work eligible for consideration for transfer credit must meet the following conditions: It must have been taken within the previous six years; it must be strictly comparable to UD courses, the work must have been done at an accredited university or college; and it must have received the equivalent of a grade of B or better. Pass/fail courses may not be transferred. If the previous work was Master's level work done at UD in the programs of English, Philosophy or Politics, then the number of allowable credits will be determined by the discretion of the Graduate Dean upon the recommendation of the Concentration Director. In making petitions for credit for courses taken elsewhere, students must submit to the Concentration Director a syllabus or official course description for each course they wish transferred along with a copy of their official transcript that is on file in the Braniff office.

Transfer of Concentration

After a student's first year or 18 credit hours in the IPS, requests to change from one concentration to another may be reviewed by the Concentration Director and Graduate Dean. Students should note that scholarships cover only 66 hours of course work in the IPS, even if they transfer concentrations.

Admission to Candidacy

Applicants are admitted to candidacy after successfully completing all course requirements, satisfying the two language requirements, and passing the Comprehensive Examination. Having completed these requirements, students may use the "Ph.D. (cand.)" after their name.

Diploma Application

Candidates for a degree must apply within the first two weeks of the semester in which they intend to graduate. Forms should be picked up in the Braniff Graduate Office and returned there, along with a check covering graduation expenses. For the amount of graduation fees consult the *Bulletin* each year.

Classification of Students

Full-time students - students enrolled for a minimum of 9 credit hours per semester.

Part-time students - students enrolled for fewer than 9 credit hours per semester. Part-time status in the IPS is strongly discouraged.

Incomplete Grade Policy

The "I" (incomplete) grade should be used sparingly. (Above all, incomplete grades should be studiously avoided for IPS core courses, because of the difficulties surrounding completing team-taught courses, repeated only once every three years!) Incomplete grades now require a contract between the student and the faculty member teaching the course, using the Form 120, available through the Registrar's Office webpage. That contract establishes due dates and specifies the work required to complete the course.

When work is submitted by the due date specified on the contract, the "I" is only slashed over. If work is not completed on time, the "I" grade will either become permanent (I*) or will be changed to some other grade, at the teacher's discretion, to reflect work completed.

Braniff graduate school scholarships will not cover the re-taking of courses in which a permanent incomplete (I*) was earned.

On occasion the deadline for finishing incompletes is extended because of special circumstances, but *in no case may students take either the qualifying or the comprehensive examination with outstanding incompletes on their record.*

Grade Point Average (GPA) Requirements

The minimum GPA required for annual continuance in the program and for graduation is 3.00. In courses in which a grade lower than C (2.00 GPA) is given, the grade counts for determining the grade point average but does not satisfy course requirements. Grades for language courses do not count in the final GPA, nor will they be counted in determining both scholarship renewal and eligibility to continue in the programs.

A GPA of 3.5 is required for continued scholarship support.

Review of Students

At the end of each semester all IPS students are reviewed to determine their continuance in the program and the level of University of Dallas scholarship aid they will receive.

Deadlines

Please check the UD web page, "Braniff Student Resources" (https://udallas.edu/braniff/student-resources/index.php) for a listing of the deadlines for completion of degree requirements. The student is responsible for knowing and meeting these deadlines.

Audited Courses

Because IPS students receive full tuition scholarships both for courses they take and for those they audit, we ask that students limit their audited courses to those that they have a compelling reason for putting on their transcript. Students may ask permission from instructors to sit in on courses, and no indication of their having attended the class will appear on their transcript, but neither will they have added to the total of tuition scholarship money awarded by the Braniff Graduate School. The tuition scholarship line in the budget is large, as it is, and we wish to reduce it where we can.

Directed Readings and Research Courses

IPS graduate students are allowed to take up to three directed readings courses among the 66 credit hours of course work required for the Ph.D. degree. Such courses may be appropriate for those students who would like to do work in an area not covered by any of the regular courses in a department, or who are preparing to write a dissertation and wish to work on their topic with a faculty member, particularly one

who is a potential reader of their dissertation. Graduate students are reminded, however, that faculty members give these courses without remuneration, and we ask therefore that students have a compelling reason for requesting them.

Non-Credit Matriculation (Doctoral Readings Courses)—Revised Policy

Doctoral Readings courses serve several purposes: they enable students to maintain full-time status when they near the end of their studies, defer loans, maintain use of the library, and, above all, enable the student to be recognized as a student when it is time to graduate. Students who are not enrolled in regular courses are required to be enrolled at least in Doctoral Readings (if not in Dissertation Research courses). Readings courses indicate to the Braniff Graduate School that the student still intends to graduate. When students discontinue enrolling in Readings courses and seek to restart their studies, they will be required to re-apply with a special fee.

Academic Honesty

The University is a community dedicated to learning and research, both of which include the transmission of knowledge. In striving to learn, we are often dependent on what others have achieved and thus become indebted to them. Courtesy, gratitude and justice require that we make public our reliance on and use of the ideas and writings of others. At the time of matriculation at UD, all students are informed of the honor code as described below and asked to sign a card indicating their understanding of it.

Plagiarism

An attempt to claim ideas or writings that originate with others as one's own is a serious offense against the academic community. Plagiarism is not mitigated by a paraphrase or even by an extensive rewriting of another's work. Whenever ideas or words are borrowed, the student must give credit by citing the source. The same principle of honesty applies to the use of modern technologies like the computer—sources of information must be accurately credited.

A student who submits plagiarized work is subject to disciplinary action. An instructor who discovers that plagiarized work has been submitted in fulfillment of course requirements shall immediately inform the student, allowing him or her the chance to explain the circumstances. If after conferring with the student, the instructor still considers the student's work to be plagiarized, then the instructor will compile the materials of the case, including the piece of work that may have been plagiarized, any sources from which the student plagiarized and a report of the instructor's conversation with the student. He will submit these materials to the Braniff Graduate Dean.

If the student acknowledges in writing that he or she plagiarized, the case does not go to an Academic Disciplinary Committee. Instead, the instructor assigns a grade on the work and a grade in the course, up to and including failure in the course. The Graduate Dean reviews the case and decides on a penalty beyond the grade, according to the procedure described below.

If the student does not acknowledge the plagiarism, the Graduate Dean will submit the case, with all relevant materials, to the Braniff Academic Discipline Committee. That committee will conduct its own investigation and will hold a hearing at which the student, without counsel, will be invited to present his or her case and to respond to the committee's questions. The committee will decide solely on whether the student did plagiarize, and will base its decision only on the evidence, not on mitigating or extenuating circumstances.

If the committee finds that plagiarism did occur, it will convey its findings to the instructor and to the Graduate Dean. The instructor will assign a grade to the material in question and a grade for the course, up to and including failure in the course, and shall report these grades to the Graduate Dean. The dean shall

hold a show-cause hearing with the student on why he or she should not be dismissed from the University, and shall decide on any penalties beyond the grade, up to and including dismissal from the University.

If the Braniff Academic Discipline Committee decides that the work is not plagiarized, the committee will inform the instructor of its decision. The instructor shall then compute a grade for the piece of work and the course without regard to plagiarism, but solely on the basis of his judgment of the quality of the student's work. The case against the student is then dropped.

Adequate procedures for dealing with instances of plagiarism in off-campus programs will be determined by the Graduate Dean in consultation with the director of that program.

When an instance of plagiarism is discovered in a thesis or dissertation, work toward the degree shall be terminated. If the degree has already been granted at the time the plagiarism becomes evident, regardless of the length of time ensuing, the degree shall be revoked.

Cheating

The integrity of examinations is essential to the academic process. A student who cheats on an examination or other work submitted in fulfillment of course requirements is subject to disciplinary action. When cheating is discovered during the examination itself, the instructor or proctor is to take up the examination and dismiss the student from the examination for a later appearance before the instructor. The review of all cheating cases, and the imposition of penalties will follow the procedure explained under "Plagiarism."

University Unlawful Discrimination and Harassment Policy

The University of Dallas is committed to providing work, living, and learning environments that are free of discrimination, harassment, and retaliation. The University does not tolerate conduct that is inconsistent with this commitment. Its Civil Rights Policy represents the policy of the University of Dallas, and is also in fulfillment of its duties under federal and state law, including, but not limited to, Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and their accompanying administrative regulations.

Anyone who has experienced or become aware of discrimination, harassment, or some other form of Prohibited Conduct is strongly encouraged to report it to the Office of Civil Rights and Title IX, which is responsible for overseeing compliance with the Civil Rights Policy, including coordinating supportive measures to those who may be victims of Prohibited Conduct, and investigating such allegations when a Formal Complaint has been filed.

"Prohibited Conduct" refers to any form of discrimination, harassment, retaliation, or failure to accommodate prohibited by the University Civil Rights Policy, including against any employee, applicant for employment, student or applicant for admission on the basis of race, ethnicity, national origin, sex, pregnancy, disability, veteran status, age or religion, or any other protected category under applicable federal, state or local law, except as otherwise permitted by law.

Harassment

Harassment is a form of discrimination that includes physical, verbal, or nonverbal conduct based on a person's membership or perceived membership in a protected category that is sufficiently severe or pervasive, and objectively offensive, such that it unreasonably interferes with, denies, or limits someone's ability to participate in or benefit from the University's educational, employment, social, or residential program. Sexual harassment includes unwelcome verbal, written, or physical conduct that:

- In the employment context, unreasonably interferes with the victim's work performance or creates an intimidating, hostile or offensive work environment.
- In the education context, is sufficiently severe, pervasive or persistent that the conduct interferes with a student's ability to participate in, or benefit from, educational programs or activities of the University.
- Examples of sexual harassment may include, but are not limited to:
    - Pressuring another to engage in sexual behavior for some educational or employment benefit (*quid pro quo* sexual harassment);
    - Persistent unwelcome efforts to develop a romantic or sexual relationship;
    - Unwelcome commentary about an individual's body or sexual activity;
    - Unwanted sexual attention;
    - Repeatedly engaging in sexually-oriented conversations, comments or horseplay, including the use of language or the telling of jokes or anecdotes of a sexual nature in the workplace, office, or classroom, even if such conduct is not objected to by those present; or
    - Gratuitous use of sexually-oriented materials, not directly related to the subject matter of a class, course or meeting, even if not objected to by those present.

Supportive Measures. When a violation of the University Civil Rights Policy is reported, the University will consider supportive measures to protect involved persons and/or the community. An alleged victim is not required to file a formal complaint to receive supportive measures. Supportive measures may include changes in academic, living, or transportation arrangements, working conditions, or other protective measures. The University will make such accommodations or provide such protective measures if requested and if they are reasonably available, regardless of whether the victim chooses to report the alleged violations to University Police or local law enforcement.

The University of Dallas has designated the following people to oversee the University's response to all civil rights complaints, including Title IX reports such as allegations of sexual harassment, sexual assault, dating and domestic violence, and stalking. To find out more information, ask questions, or to report a possible civil rights violation, contact

Joshua Skinner, J.D.
Director, Office of Civil Rights and Title IX
Civil Rights/Title IX Coordinator
Braniff Graduate Building, 132
1845 E. Northgate Drive
Irving, Texas 75062
(972) 721-5056
jaskinner@udallas.edu

LaCoya Williams, M.S.
Associate Director, Human Resources
Deputy Civil Rights/Title IX Coordinator
Cardinal Farrell Hall, 140
1845 E. Northgate Drive
Irving, Texas 75062
(972) 721-4063
lwilliams2@udallas.edu

Monica Heckman, M.E.S.
Lead Athletics Trainer / Senior Woman Administrator
Deputy Civil Rights/Title IX Coordinator

Ed Maher Athletics Center
1845 E. Northgate Drive
Irving, Texas 75062
(972) 721-5010
mheckman@udallas.edu

Students with Disabilities: Any student who, because of a disability may require special arrangements in order to meet the course requirements should register with Student Disability Services (udallas.edu/sds) in order to obtain appropriate verification. Upon receiving the letter of accommodation, the student should contact the instructor as soon as possible to make any necessary arrangements. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Title IX/Section 504 Coordinator, Joshua Skinner, in Braniff 132 or 972-721-5056.

Malicious or false charges: Because accusations of unlawful discrimination are extremely serious and can lead to the loss of employment, destruction of a person's career or termination of his or her education, malicious or intentionally false statements are also subject to disciplinary action, up to and including dismissal.

Romantic relations between employees and students: The proper relationship between employees and students or subordinates must not be jeopardized by possible doubt of intent or of fairness of professional judgment, or by the appearance to others of favoritism. Romantic relationships between supervisors and subordinates are prohibited.

Complaint procedure: Violations should be reported to the Title IX/Section 504 Coordinator, but may also be submitted online (including anonymously) at udallas.edu/complaint. The University encourages individuals to work together to resolve any complaints when possible. For more information, and additional information about where violations may be reported, please see udallas.edu/civil-rights or udallas.edu/titleix

The complaint and subsequent proceedings shall be kept as private as possible as allowed by law and consistent with the University's obligations. The President shall designate a different official to participate in or conduct the investigation if the person normally responsible for such participation or investigation is the subject of the complaint.