
ENGL 5310: Introduction to Critical Theory Spring 2026

*As the instructor for this course, I reserve the right to adjust this schedule
in any way that serves the educational needs of the students enrolled in this course.*
– Doug Stark

Instructor Information

Instructor Name

Doug Stark, Ph.D. (he/him/his)

Office Location

[Carlisle 413](#)

Office Phone Number

817-272-2692

Email Address

douglas.stark@uta.edu

Faculty Profile

[Doug Stark](https://www.uta.edu/academics/faculty/profile?username=starkdj) (https://www.uta.edu/academics/faculty/profile?username=starkdj)

Office Hours

Tu 2:00 PM – 4:00 PM and by appointment.

Communication Guidelines

Either chat with me after class or send me an email. I endeavor to respond within 48 hours.

Course Information

Section Information

ENGL 5310 - 001

Time and Place of Class Meetings

[TH 211](#), W 6:00 PM – 8:50 PM (CT), in person.

Description of Course Content

According to Max Horkheimer, whereas traditional theory attempts to explain and understand the world, critical theory strives to critique and change the world. This course surveys currents in twentieth- and twenty-first-century critical theory that, at the very least, changed the academic world.

We will begin by discussing what critical theory is, how to read it, and why people are skeptical of it. Then, we will chart a rough chronology from New Criticism through structuralism, psychoanalysis, Marxism, poststructuralism, postcolonialism, feminism, and queer theory, to contemporary debates regarding posthumanism, postcritique, and artificial intelligence. Overall, the course is conceptualized as role-play. Students will take on the role of scholars, with each assignment designed to exercise the habits of critical inquiry: regular reading notes, a 20-minute teaching demonstration, an oral exam, and two review essays on recent research in the student's field. Despite its abstract rap, therefore, we will understand theoretical work as a highly practical endeavor that models behaviors necessary for a successful career in research.

Student Learning Outcomes (SLOs)

By the end of this course, students will be able to:

1. Identify key traditions, figures, and concepts in the history of critical theory
2. Explain, compare, and contrast the methods, aims, and assumptions of different theories
3. Apply theoretical frameworks in the analysis of primary texts
4. Conduct independent research to a graduate standard
5. Exercise clear written, verbal, and visual communication skills

Recording of Classroom and Online Lectures

Faculty maintain the academic right to determine whether students are permitted to record classroom and online lectures. Recordings of classroom lectures, if permitted by the instructor or pursuant to an ADA accommodation, may only be used for academic purposes related to the specific course. They may not be used for commercial purposes or shared with non-course participants except in connection with a legal proceeding.

As the instructor of this course, I elect to prohibit the recording of classroom or online lectures unless other arrangements have been made with my consent.

Assessment

Assignments and Weightings

Grades will be posted on Canvas. There are 100 points on offer. Totals equate to final letter grades:

A (90-100), B (80-89), C (70-79), D (60-69), E (50-59), F (<50)

The instructor reserves the right to adjudicate whether averaging up is warranted (e.g., 89.5 may receive an A). Further information on all assignments will be provided on Canvas and discussed in class. Unless stated otherwise, every assignment is due by 11:59 p.m. CT on the listed due date.

Assignment	Points	Description	SLOs	Due
Reading Notes	20	For most weeks, you will complete the reading notes worksheet designed to prepare you for class discussion. Notes should address four areas: (1) brief background research on the week's approach or framework; (2) the central claims and key concepts of the assigned	1, 2, 5	Every Tuesday starting 1/27

		reading(s), with citation; (3) notes on the assigned example, identifying specific moments you could bring into discussion; and (4) a short notetaking reflection describing how you prepared the notes and what resources you used. Notes should be exploratory rather than polished. Upload them to Canvas and bring them to class. Students serving as the designated speaker for a debrief are exempt from submitting reading notes that week. There are 12 RN opportunities. Complete 10 for full credit.		
Debriefs	20	Work in your assigned accountability group. Each group will complete three debriefs over the semester. For each debrief, one member serves as the designated speaker; speakers rotate within the group. Debriefs take place on Wednesdays and last 15 minutes (strict). Use this time to account for the previous week's readings and discussion and to clarify where the class currently stands conceptually. Decide as a group what matters most. Produce a concise handout for reference. Use the final minutes to pose questions that open class discussion. Each debrief is worth 5 points for the group, with an additional 5 points awarded to the speaker. Students serving as the designated speaker are exempt from submitting reading notes for that week. All group members are expected to be prepared on their debrief week.	1, 2, 3, 5	Wednesdays in class
Book Review Pitch	5	Pitch the book review you'd like to do in 300 words. For a practical example, see .	2, 4, 5	2/17
Single Book Review	10	Choose one recent academic work that speaks to your interests and write a 1000-1500 word book review of it that articulates the contribution it makes to a field of study.	1, 2, 3, 4, 5	3/10

Review Essay Pitch	5	Pitch the essay review you'd like to do in 300 words. For advice, see .	2, 4, 5	3/31
Review Essay	15	Choose three recent academic works that speak to your interests and write a 5000 word book review of them that articulates the contribution they make to a field of study.	1, 2, 3, 4, 5	5/5
Oral Exam	15	Each student will complete a 30-minute oral exam. For the first 10 minutes, you will be given a short passage from a text we have read together this semester and time to prepare. We will then discuss the passage for 10 minutes, focusing on close reading, argument, and conceptual stakes. In the final 10 minutes, we will broaden the discussion to a course theme that follows from the passage (e.g., postcritique, Marxism, feminism, posthumanism). You should be prepared to discuss all assigned texts and major concepts from the course.		
Participation	10	Participation (5): Curious, courteous, and prepared participation during class. Attendance (5): We have 15 meetings, attend 14 and receive 100%.	1, 2, 3, 5	N/A

Grounds for Grade Reduction

- Inappropriate, overbearing, or disruptive behavior in classes or on asynchronous platforms.
- Lateness: Late weekly assignments will not be accepted. Late one-off assignment submissions will receive a 1-point reduction per day late. Extensions will be granted on a case-by-case basis, but you must contact me *several days in advance* of the deadline. Three late arrivals to class will convert to an absence.
- Sloppiness: All assignments should include a title and the student's name and adhere to supplied formatting and style guidelines. Failure to do so will receive a 0.5-point reduction.
- Lack of attention: We allow devices in class, but only if they amplify your learning. Inattention will damage your participation grade.
- Five or more absences may result in a failing grade for the course.
- Plagiarism in any mode of assessment will result in a failing grade for the course.

Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current [University Catalog Grades and Grading Policies](#).

Course Schedule

Week and Topic	Tuesday	Wednesday
Week 1: Introduction	1/13 No Assignment	1/14 Class <i>Reading</i> Foucault, “What is an Author” in The Foucault Reader (1969/1984), 101-120
Week 2: Aren’t We Post-Critique?	1/20 Assignment Read the syllabus and send me an email at douglas.stark@uta.edu that does the following: 1. Introduce yourself briefly, including your program, current research interests, and how you think critical theory might inform those interests (4–5 sentences is enough). 2. Describe your working context for this semester. Without going into personal detail, let me know how this course (and 6-9pm class) fits into your broader situation (e.g., full-time coursework, full-time work, mixed commitments, returning to school after time away).	1/21 Class <i>Reading</i> Felski and Anker, “Introduction” in Critique and Postcritique (2017), 1-20 Sedgwick, “ Paranoid Reading and Reparative Reading ” in <i>Touching Feeling</i> (1997/2003), 123-151 <i>Example</i> Andersen, “ The Emperor’s New Clothes ” (1837) <i>Recommended</i> Latour, “ Why Has Critique Run out of Steam? ” (2004), 225-248 Sontag, “ Against Interpretation ” (1964) Debrief by Dr. Stark

	<p>3. Rank your top three preferred weeks or topics for debriefing, drawn from the syllabus.</p> <p>This information will help me structure accountability groups and plan the flow of the course.</p>	
Week 3: New Criticism	<p>1/27 Assignment</p> <p>RN #1</p>	<p>1/28 Class</p> <p><i>Reading</i></p> <p>C. Brooks, "The Heresy of Paraphrase" in <i>The Well Wrought Urn</i> (1947), 192-215</p> <p>Sinykin and Winant, Close Reading for the Twenty-First Century (2025), 1-38</p> <p><i>Example</i></p> <p>Donne, "The Canonization" (1633)</p> <p>Debrief by X: Postcritique</p>
Week 4: Psychoanalysis	<p>2/3 Assignment</p> <p>RN #2</p>	<p>2/4 Class</p> <p><i>Reading</i></p> <p>Freud, Beyond the Pleasure Principle (1920/1955), 7-64</p> <p>P. Brooks, "Freud's Masterplot" in Reading for the Plot (1984), 90-122</p> <p><i>Example</i></p> <p>Doyle, "The Musgrave Ritual" (1893), 1-9.</p> <p>Debrief by X: New Criticism</p>
Week 5: Structuralism	<p>2/10 Assignment</p>	<p>2/11 Class</p>

	RN #3	<p><i>Reading</i></p> <p>Saussure, “The Object of Study” and “Nature of the Linguistic Sign” in Course in General Linguistics (1916/2013), 9-19, 75-81</p> <p>Levi-Strauss, “The Structural Study of Myth” (1955), 428-444</p> <p><i>Example</i></p> <p>Pasolini, Oedipus Rex (1967)</p> <p>Debrief by X: Psychoanalysis</p>
Week 6: Deconstruction	<p>2/17 Assignment</p> <p>RN #4</p> <p>Book Review Pitch</p>	<p>2/18 Class</p> <p><i>Reading</i></p> <p>Derrida, “Structure, Sign, Play” (1966), 278-293</p> <p>Stiegler, “Memory” in Critical Terms for Media Studies (2010), 64-84</p> <p><i>Example</i></p> <p>Nolan, <i>Memento</i> (2000)</p> <p>Debrief by X: Structuralism</p>
Week 7: Marxism	<p>2/24 Assignment</p> <p>RN #5</p>	<p>2/25 Class</p> <p><i>Reading</i></p> <p>Jameson, “On Interpretation” in The Political Unconscious (1981), 1–91.</p> <p><i>Example</i></p> <p>Du Bois, “The Comet” (1920)</p> <p><i>Recommended</i></p> <p>Althusser, “Ideology and Ideological State Apparatuses” (1970), np</p> <p>Zizek, The Pervert’s Guide to Ideology (2012)</p>

		Debrief by X: Deconstruction
Week 8: Poststructural Power	3/3 Assignment RN #6	3/4 Class <i>Reading</i> Foucault, “The Body of the Condemned” and “Docile Bodies” in Discipline and Punish (1975), 3-31 and 135-169 Deleuze, “Postscript on Control Societies” in Negotiations (1992/1995), 177-182 <i>Example</i> Meier, Civilization II (1996) <i>Recommended</i> Galloway, “ Playing the Code: Allegories of Control in Civilization ” (2004), 33-40 Debrief by X: Marxism
Week 9: Spring Break	3/10 Assignment Book Review	3/11 No Class
Week 10: Feminism	3/17 Assignment RN #7	3/18 Class <i>Reading</i> Cixous, “ The Laugh of the Medusa ,” (1976), 875-893 Haraway, “ A Manifesto for Cyborgs ” (1985), 65-102 <i>Example</i> O. Butler, “ Bloodchild ” (1984) Debrief by X: Poststructural Power
Week 11: Queer Theory	3/24 Assignment RN #8	3/25 Class <i>Reading</i>

		<p>J. Butler, “Subjects of Sex/Gender/Desire” in Gender Trouble (1990/1999), 3-44</p> <p>Edelman, “The Future is Kid Stuff” in No Future (2004), 1-32.</p> <p>Muñoz, “Feeling Utopia” in Cruising Utopia (2009/2019), 1-19.</p> <p><i>Example</i></p> <p>Livingston, Paris is Burning (1990)</p> <p>Debrief by X: Feminism</p>
<p>Week 12: Postcolonialism</p>	<p>3/31 Assignment</p> <p>RN #9</p> <p>Review Essay Pitch</p>	<p>4/1 Class</p> <p><i>Reading</i></p> <p>Fanon, “The Fact of Blackness” excerpt from <i>Black Skin, White Masks</i> (1952)</p> <p>Wynter, “Towards the Sociogenic Principle” (2001), 30-66</p> <p><i>Example</i></p> <p>Gumbs, M Archive (2018)</p> <p>Debrief by X: Queer Theory</p>
<p>Week 13: Posthumanism</p>	<p>4/7 Assignment</p> <p>RN #10</p>	<p>4/8 Class</p> <p><i>Reading</i></p> <p>Wolfe, “Introduction” in <i>What is Posthumanism?</i> (2009), xi-xxiv</p> <p>Morton, “Introduction” in Ecology Without Nature (2009), 1-29</p> <p>Gamble, Hanan, and Nail, “What is New Materialism?” (2019), 111–134</p> <p><i>Example</i></p>

		<p>Pederici, Lichenia (2019)</p> <p>Debrief by X: Postcolonialism</p>
Week 14: Digital Humanities	<p>4/14 Assignment</p> <p>RN #11</p>	<p>4/15 Class</p> <p>Moretti, Graphs, Maps, Trees: Abstract Models for Literary History (2005), 1–34.</p> <p>Anderson, “The End of Theory” (2008)</p> <p>Liu, “The Meaning of the Digital Humanities” (2013), 409–423</p> <p><i>Example</i></p> <p>Roemer, Covers, Titles, and Tables (2025)</p> <p>Debrief by X: Posthumanism</p>
Week 15: Theory In the Age of AI	<p>4/21 Assignment</p> <p>RN #12</p>	<p>4/22 Class</p> <p><i>Reading</i></p> <p>Weatherby, “Introduction” and “Conclusion” in Language Machines (2025), 1-40, 195-212</p> <p>Le Guin, “The Carrier Bag Theory of Fiction,” 1986</p> <p><i>(Re)Reading</i></p> <p>Sedgwick, “Paranoid Reading and Reparative Reading” in <i>Touching Feeling</i> (1997/2003), 123-151</p> <p>Debrief by X: Digital Humanities</p>
Week 16: Oral Exams	<p>4/28 Oral Exams</p> <p>TBD</p>	<p>4/29 No Class</p>
Week 17: Submission	<p>5/5 Assignment</p> <p>Review Essay</p>	<p>5/7 No Class</p>

Slides: I create extensive slides for posterity. If you miss a session, reviewing those slides closely – watching clips, thinking through posed questions, and taking notes – will prepare you for the next class.

Reading, Example, Recommended: You are expected to cover the “reading” and the “example” before each class. You do not need to cover the “recommended” reading.

Required Reading, Watching and Playing Available on Canvas

Althusser, Louis. *Lenin and Philosophy and Other Essays*. Translated by Ben Brewster. New York: Monthly Review Press, 1971.

Andersen, Hans Christian. “The Emperor’s New Clothes.” In *Fairy Tales Told for Children*. First Collection. Copenhagen: C. A. Reitzel, 1837.

Anderson, Chris. “The End of Theory.” *Wired*, June 23, 2008.
<https://www.wired.com/2008/06/pb-theory/>.

Brooks, Cleanth. *The Well Wrought Urn: Studies in the Structure of Poetry*. New York: Harcourt, Brace, 1947.

Brooks, Peter. *Reading for the Plot: Design and Intention in Narrative*. Cambridge, MA: Harvard University Press, 1984.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.

Butler, Octavia E. “Bloodchild.” In *Bloodchild and Other Stories*, 1–25. New York: Seven Stories Press, 1995.

Cixous, Hélène. “The Laugh of the Medusa.” Translated by Keith Cohen and Paula Cohen. *Signs* 1, no. 4 (1976): 875–893.

Deleuze, Gilles. “Postscript on the Societies of Control.” Translated by Martin Joughin. *October* 59 (1992): 3–7.

Derrida, Jacques. “Structure, Sign, and Play in the Discourse of the Human Sciences.” In *Writing and Difference*, translated by Alan Bass, 278–293. Chicago: University of Chicago Press, 1978.

Doyle, Arthur Conan. “The Adventure of the Musgrave Ritual.” *The Strand Magazine*, May 1893.

Du Bois, W.E.B. *Darkwater: Voices from Within the Veil*. New York: Harcourt, Brace, 1920.

Edelman, Lee. *No Future: Queer Theory and the Death Drive*. Durham: Duke University Press, 2004.

Fanon, Frantz. *Black Skin, White Masks*. Translated by Charles Lam Markmann. New York: Grove Press, 1967.

Felski, Rita, and Elizabeth S. Anker, eds. *Critique and Postcritique*. Durham: Duke University Press, 2017.

- Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Translated by Alan Sheridan. New York: Pantheon Books, 1977.
- Foucault, Michel. "What Is an Author?" In *The Foucault Reader*, edited by Paul Rabinow, 101–120. New York: Pantheon Books, 1984.
- Freud, Sigmund. *Beyond the Pleasure Principle*. Translated by C.J.M. Hubback. London: Hogarth Press, 1922.
- Galloway, Alexander R. "Playing the Code: Allegories of Control in Civilization." *Cabinet 15* (Fall 2004): 33–40.
- Gamble, Christopher N., Joshua S. Hanan, and Thomas Nail. "What Is New Materialism?" *Angelaki* 24, no. 6 (2019): 111–134.
- Gumbs, Alexis Pauline. *M Archive: After the End of the World*. Durham: Duke University Press, 2018.
- Haraway, Donna J. "A Manifesto for Cyborgs: Science, Technology, and Socialist Feminism in the 1980s." In *The Haraway Reader*, 7–45. New York: Routledge, 2004.
- Jameson, Fredric. *The Political Unconscious: Narrative as a Socially Symbolic Act*. Ithaca: Cornell University Press, 1981.
- Latour, Bruno. "Why Has Critique Run out of Steam? From Matters of Fact to Matters of Concern." *Critical Inquiry* 30, no. 2 (2004): 225–248.
- Le Guin, Ursula K. "The Carrier Bag Theory of Fiction." In *Dancing at the Edge of the World: Thoughts on Words, Women, Places*, 165–170. New York: Grove Press, 1989.
- Lévi-Strauss, Claude. "The Structural Study of Myth." *Journal of American Folklore* 68, no. 270 (1955): 428–444.
- Liu, Alan. "The Meaning of the Digital Humanities." *PMLA* 128, no. 2 (2013): 409–423.
- Livingston, Jennie, dir. *Paris Is Burning*. Off White Productions, 1990.
- Meier, Sid, and Brian Reynolds, designers. *Civilization II*. MicroProse, 1996.
- Moretti, Franco. *Graphs, Maps, Trees: Abstract Models for Literary History*. London: Verso, 2005.
- Morton, Timothy. *Ecology without Nature: Rethinking Environmental Aesthetics*. Cambridge, MA: Harvard University Press, 2007.
- Muñoz, José Esteban. *Cruising Utopia: The Then and There of Queer Futurity*. 2nd ed. New York: NYU Press, 2019.
- Nolan, Christopher, dir. *Memento*. Newmarket Films, 2000.
- Pasolini, Pier Paolo, dir. *Oedipus Rex*. Arco Film, 1967.

- Pederici, Paolo (Molleindustria). *Lichenia*. 2019. <https://molleindustria.org/lichenia/>.
- Roemer, Kenneth M. *Covers, Titles, and Tables: The Formations of American Literary Canons in Anthologies, Histories and Scholarship*. Digital exhibit, University of Texas at Arlington Libraries, 2025. <https://mavmatrix.uta.edu/exhibit/ctt/>.
- Saussure, Ferdinand de. *Course in General Linguistics*. Translated by Roy Harris. London: Bloomsbury, 2013.
- Sedgwick, Eve Kosofsky. *Touching Feeling: Affect, Pedagogy, Performativity*. Durham: Duke University Press, 2003.
- Sinykin, Dan, and Matthew Wilkens, eds. *Close Reading for the Twenty-First Century*. Princeton, NJ: Princeton University Press, 2025.
- Sontag, Susan. *Against Interpretation and Other Essays*. New York: Farrar, Straus and Giroux, 1966.
- Stiegler, Bernard. "Memory." In *Critical Terms for Media Studies*, edited by W. J. T. Mitchell and Mark B. N. Hansen, 64–84. Chicago: University of Chicago Press, 2010.
- Weatherby, Leif. *Language Machines: Cultural AI and the End of Remainder Humanism*. Princeton, NJ: Princeton University Press, 2025.
- Wolfe, Cary. *What Is Posthumanism?* Minneapolis: University of Minnesota Press, 2010.
- Wynter, Sylvia. "Towards the Sociogenic Principle: Fanon, the Puzzle of Conscious Experience, of 'Identity' and What It's Like to Be 'Black'." In *National Identities and Sociopolitical Changes in Latin America*, edited by Mercedes F. Durán-Cogan and Antonio Gómez-Moriana, 30–66. New York: Routledge, 2001.
- Žižek, Slavoj, written and presented by, and Sophie Fiennes, dir. *The Pervert's Guide to Ideology*. P Guide Productions, 2012.

University Policies

UTA students are encouraged to review the institutional policies and informational sections below and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](#) page, which includes the following policies, among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Attendance

Attending class sessions is a critical predictor and indicator of student success. The University of Texas at Arlington does not recognize a single attendance policy but encourages faculty to establish class-specific policies on attendance. As the instructor of this section, I will take attendance for every class session.

Generative AI Use in This Course

The use of Generative AI (GenAI) in course assignments and assessments must align with the guidelines established by the instructor. Unauthorized use of GenAI could result in breaches of academic integrity. Instructors bear the responsibility of clearly delineating the permissible uses of GenAI in their courses, underscoring the importance of responsible and ethical application of these tools.

The [UTA Office of Community Standards](#) articulates the university's stance on [academic integrity and scholastic dishonesty](#). These standards extend to the use of GenAI. Unauthorized or unapproved use of GenAI in academic work falls within the scope of these policies and will be subject to the same disciplinary procedures.

As the instructor of this course, I have adopted the following policy on Student use of GenAI: **Cited use of GenAI, which means that** this course permits the use of Generative AI (GenAI) as a resource for completing assignments. However, transparency is crucial, students are required to explicitly cite any GenAI tools they utilize in the creation of their work. This citation requirement allows for the acknowledgment of the collaborative nature of GenAI in the learning process while enabling the assessment of student learning to remain focused on the achievement of the course's Student Learning Outcomes (SLOs).

Academic & Wellness Resources

Academic Success Center

The Academic Success Center (ASC) includes a variety of resources and services to help you maximize your learning and succeed as a student at the University of Texas at Arlington. ASC services include supplemental instruction, peer-led team learning, tutoring, mentoring, and TRIO SSS. Academic Success Center services are provided at no additional cost to UTA students. For additional information visit: [Academic Success Center](#) (<https://www.uta.edu/student-success/course-assistance/>). To request disability accommodations for tutoring, please complete this [tutoring request form](#) (<https://www.uta.edu/student-success/course-assistance/tutoring/request>).

The English Writing Center (411LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](#) (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](#) (<http://www.uta.edu/owl>) for detailed information on all our programs and services.

Academic Plaza

The Library's 2nd floor [Academic Plaza](http://library.uta.edu/academic-plaza) (<http://library.uta.edu/academic-plaza>) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](https://library.uta.edu/hours) (<https://library.uta.edu/hours>) of operation.

UTA CARE Team

UT Arlington is committed to the safety, success, and well-being of our students. To support our community, UTA has created a CARE Team, which is a dedicated group of campus professionals responsible for helping students who could benefit from academic, emotional, or psychological support, as well as those presenting risk to the health or safety of the community. If you know of someone experiencing challenges, appearing distressed, needing resources, or causing a significant disruption to the UTA community, please submit a [CARE Referral](https://www.uta.edu/student-affairs/dos/behavior-it) by visiting the [Behavior Intervention Team](https://www.uta.edu/student-affairs/dos/behavior-it) (<https://www.uta.edu/student-affairs/dos/behavior-it>) page. You may also submit a referral for yourself if you would like additional support.

NOTE: If a person's behavior poses an immediate threat to you or someone else, contact UTA Police at 817-272-3303 or dial 911. If you or someone you know needs to speak with a crisis counselor, please reach out to the [MAVS TALK 24-hour Crisis Line](https://www.uta.edu/student-affairs/caps/crisis) (<https://www.uta.edu/student-affairs/caps/crisis>) at 817-272-8255 or the [National Suicide and Crisis Lifeline](https://988lifeline.org/) (<https://988lifeline.org/>) at 988.

Student Services

Everything you need to make the most of your time as a student (and beyond) is all on campus. Below are a few resources to get you started.

- [Student Services Home](#)
- [Student Access and Resource \(SAR\) Center](#)
- [Military and Veteran Services](#)
- [Health Services](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Activities and Organizations](#)
- [Recreation](#)

Librarian to Contact

Each academic unit has access to [Librarians by Academic Subject](https://libraries.uta.edu/research/librarians) (<https://libraries.uta.edu/research/librarians>) that can assist students with research projects, tutorials on plagiarism, and citation references, as well as support with databases and course reserves.

Safety Information & Resources

Face Covering Policy

Face coverings are not mandatory; all students and instructional staff are welcome to wear face coverings while they are on campus or in the classroom.

Emergency Exit Procedures

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located on your left after going left out of classroom EE 109. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

MavAlert System

The MavAlert system sends information to cell phones or email accounts of subscribed users in case of an emergency. Anyone can subscribe to MavAlerts at [Emergency Communication System](https://www.uta.edu/uta/emergency.php) (<https://www.uta.edu/uta/emergency.php>).

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381