



Native American Studies – 80220 - SOCI 4389 - 110

Fall 2018

Aug 27, 2018 - Dec 14, 2018

Instructor: Dr. Anastacia Schulhoff

Class Location: Online

Virtual Office Hours: By appointment

Email: aschulhoff@tamuct.edu

COURSE DESCRIPTION:

This class offers an introduction to the field of Native American and Indigenous Studies (NAS), and its interdisciplinary approaches to the study of indigenous nations in the United States and around the world. Work in NAIS employs a range of critical perspectives to address histories of settler colonialism; the mistreatment and misrepresentation of indigenous peoples and cultures; and the crucial role of tribal nations in shaping contemporary global cultures. We will explore critical issues facing Native communities, including legal and cultural identities, identity and cultural revitalization, environmental racism, transnationalism, indigenous feminisms, gender and sexuality, and indigenous sovereignty.

In the process we will read scholarship that introduces us to different methods of studying these issues, and provide a solid basis in the history of Native North America and the global indigenous movement. We will draw on work in sociology, race & ethnic studies, cultural studies, history, anthropology, settler colonial studies, folklore studies, and environmental studies to understand how scholars have tried to make sense of the past, present, and future of indigenous communities in the United States and around the world. An introduction to the history, cultures, range of social issues faced by contemporary Native Americans who reside on and off reservation lands will also be explored. A special emphasis is placed on the application of a sociological lens when looking at the subject matter, thus emphasizes looking at the social, economic, and political challenges facing contemporary Native American peoples in developing sustainable economic and cultural systems today.

COURSE OBJECTIVES:

1. Explain the interdisciplinary nature of Native American Studies and identify its major component parts, with a focus upon sociology.
2. Identify historical, economic, political, and social situations influencing Native American life past and present.
3. Identify Native Americans as inheritors of multiple and complex cultures rather than as one homogeneous ethnic or 'racial' group.
4. Evaluate the cultural persistence of Native Americans and their revitalization movements.
5. Summarize the effect of Euro-American colonization on Native Americans including colonization, media representations, stereotypes, and internalized racism and oppression.
6. Identify major economic, political, legal, and social institutions in contemporary Native American life.

Accessing Canvas:

Mode of instruction and course access:

This is a 100% online course.

This course uses the A&M-Central Texas Canvas Learning Management System
[<https://tamuct.instructure.com>].

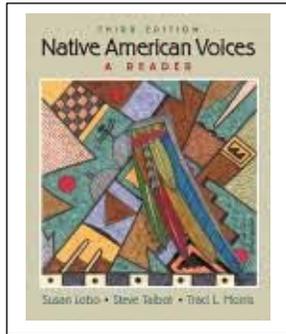
Canvas is where you will find 100% of the information related to this course, including discussions, quizzes and exams. Monitor BB for announcements every day, not just on the days things are due/assigned, since due dates may change due to unforeseen circumstances (ex: network outage).

Contacting Your Instructor:

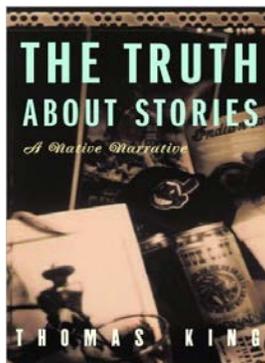
The best way to contact me is through email (aschulhoff@tamuct.edu). I check my email every day between 9am-5pm during the week. Allow 24-48 hours for a response.

Required Reading Materials:

- *Native American Voices: A Reader* by Susan Lobo, Steve Talbot, and Traci L. Morris (ISBN#978-0-205-63394-4).



- Thomas King's *The Truth about Stories: A Native Narrative* (ISBN# 978-0816646272).



- Other materials listed on the syllabus will be available on Canvas in the Weekly Units Tab for the particular week it is assigned.

Course requirements:

Below is a description of the six main activities for this online course. They include (1) reading assignments, (2) weekly discussion board postings, (3) weekly quizzes, (4) a Truth About Stories essay, (5) choose a tribe to research paper, and (6) one final exam.

1. **Reading assignments and other materials:** Readings from the textbook are listed in the course schedule below. Students should complete the weekly readings before attempting to take a quiz or replying to a discussion board thread. I may also provide you with links to news articles or video clips in the weekly folders. Quizzes and exams may include questions on any of the readings, supplemental videos, and news articles.

2. **Discussion Boards:** Each weekly MODULES unit contains a discussion board question. You can locate the “discussion board” by clicking on the tab entitled “discussion board” on the main page of our Canvas site or clicking on the link entitled “discussion board” in your Weekly MODULES Units tab.

Your original post addressing the weekly discussion question should be made no later than **5pm (CST) each Wednesday**. Final postings commenting upon the initial discussion board response of your peers and answering anybody who posted to your initial response should be made no later than **11:59pm (CST) each Saturday** -- late postings will not be given credit.

- Discussion board responses are evaluated on thoroughness, ability to think critically about the subject matter, and your ability to demonstrate mastery of the course material. USE SOCIOLOGICAL or NAS TERMS and ideas from the textbook when writing your responses. **DEFINE THE TERMS** you use each week in the discussion board posts and **CITE PAGE NUMBERS** where these terms are found in the textbook. This shows me you are engaging with and mastering the course material.

Make sure not to plagiarize – use quotations and page number citations. Glib and non-critical discussion board responses will not receive credit. Meaning, if you are flippant and shallow in thought or writing of your response, you will receive a zero-point value for that week’s discussion. Discussion board participation is mandatory. Your weekly postings will be assessed by the following guidelines and, as you can see, this **rubric heavily assesses the quality and course material mastery of your postings**.

Weekly Discussion Posting Grading Criteria (Rubric)	Weekly Point Value = 10
Meaningful Sociological Ideas: Ideas examine the topic from a sociological or NAS perspective that contributes to the group understanding of the topic. Make sure to use course terms, DEFINE those terms, and cite the textbook in your responses. If terms and definitions are not used, you will earn a zero for the entire discussion board post for that week.	3
Message Coherence: Messages explain issues or meaningfully elaborates on the topic by using course material from that week and weeks prior. In other words, make sure you show that you	3

understand the “ <i>process</i> ” of the social phenomena or term under discussion. Make sure to edit your posts and write your ideas clearly and concisely.	
<i>Relevance of Replies to those who Responded to Initial Post:</i> Responds in a scholarly and meaningful way to the people who are engaging with your ideas via your initial post and those who responded to your post. If you use “I agree” or “I like” statements, you will earn a zero for this part of the post.	2
<i>Relevance of Replies to Other Messages:</i> Responses elaborates, contradicts, modifies, expands, or further explains the original message with information from the course readings, documentaries, and articles.	2

Students will participate on our course discussion board for 16 of the 16 weeks, plus an Introduction and Closing Remarks discussion board post. There are 150 points total for the discussion board posts, at 10 points each week. The introductory and final closing remarks discussion board will not be graded. Week two through 15 discussion boards are grades (15 DB at 10 points per week for a total of 150 points in total).

- A. **The initial, primary response** should reflect familiarity with the readings, and should answer the question as completely and thoughtfully as possible. Responses must demonstrate substance beyond the student’s agreement with a statement or the mere expression of opinions. Personal opinions or “armchair sociology” that is not backed up by the course material or sociological research is not appropriate for the discussion board. We are engaging in an academic discussion about the subject under study. We are *not* engaging in a coffee shop talk or random discussion about the meaning of the world or society. This means that **the student should support his/her responses in some way with references to the assigned readings or data from another course source. Students are **REQUIRED** to use sociological and NAS terms, to define those terms, and to explain the process of that term or social phenomena in the initial response.**

****A note on quotations:** Discussion posts should be in your own words. You can assume everyone has done the readings, so there is no need to re-state large portions of the reading material in your posts. Please use quotations sparingly, i.e., only to orient one another to specific, brief passages in the readings (with page numbers cited in parentheses). **Posts that include mostly quotations or lengthy quotations will not receive any credit.**

B. Additional information about secondary response

After another student has made his/her own initial response, the student must make a *secondary response to what another student wrote*. This secondary response should be substantive, **and you should attempt to support your response in some way from the readings.** *Your response is primarily concerned with whether the student responded adequately to my original post.* Simply stating that you agree with

someone or you like what they wrote is unacceptable: you must provide some reasons for this agreement. Remember that **your primary task is not to agree or disagree, but to analyze another's post in a thoughtful, critical (and respectful) way.**

C. **My responses:** I will frequently respond to selected posts and threads. It is the student's responsibility to read her or his responses to these posts. Sometimes inaccurate information is presented by students that should be corrected, and the purpose of instructor replies is to alert the class to such information. I am not attempting to "not listen to others ideas," but I am trying to steer your thinking back to the course material and main points found in this course. Your ideas must be back up with data and research that is relevant, reputable, and accurate and applies to this course. Your instructor's intent is to make sure the concept has been covered adequately, not to engage in a debate on the topic.

D. Netiquette: All students are expected to follow rules of common courtesy in all messages and threaded discussions. Students may refer to the Student Handbook (located under Student Affairs/Student Conduct on the Texas A&M University-Central Texas website) for further information along these lines. Please also see the note on appropriate communication located in the "Syllabus & Course Requirements" folder on Canvas. **Inappropriate or offensive messages or remarks may result in a zero for that assignment or expulsion from the course.**

3. **Quizzes:** You will have online weekly quizzes covering lectures and readings for the week. You will need to complete the quizzes using the course website on Canvas and you can locate the quizzes in the "Weekly MODULES Unit" tab under the section entitled "Quiz #." **Each Saturday, by 5pm Central Standard Time (CST), quizzes will become available to you. You must complete the quiz by 11:59pm CST the following Saturday.** If you fail to complete your quiz by that time, you will receive a "0". There are no makeup quizzes unless you have a form of university approved absence documentation, such as medical doctors notes or police reports. Quizzes will be a combination of true/false, multiple choice, or short answer questions. Each quiz consists of five questions at two points per question. There will be 15 weekly quizzes at 10 points per quiz for a total of 150 total points.

Note: Questions from the quizzes will help you prepare for the final exam because some questions will reappear on the final. You can print out or save your weekly quiz results and use that information to help you study for the final.

4. **The Truth about Stories: A Native Narrative reflection paper:** The paper will be an academic APA or MLA formatted 5 page, double spaced, 12-point font reflection paper about the book "The Truth About Stories: A Native Narrative." You will need to define and apply four course terms to the King's book. Detailed instructions for this assignment and a grading rubric will be posted to Canvas. Your reflection paper is worth 100 points.
5. **Choose a Tribe to Research Final Paper:** Choose a specific tribe to research: Your final paper will require that you a. choose a tribe to research, 2. apply course material to what you

find in your research. This will be an 8 page, double-spaced 12 point Times New Roman academic APA or MLA formatted paper. You will need to construct a title and reference page. You must apply three course terms/ideas from the class to the research that you analyze and write about. More detailed instructions will be forthcoming.

6. **Final Exam:** There will be one final exam that covers readings, discussion boards, and any other supplemental material we engaged with during the semester. You can expect the format to be a combination of multiple choice, matching, and short essay questions. Once you open the exam you cannot close it or return to it later. You will need to complete the exam once it is opened, so be prepared to take the 1 hour 30 minute exam at one time. The final exam is worth 100 points.

EVALUATION OF LEARNING:

Students will be evaluated through their participation in weekly discussion boards, weekly quizzes, a book reflection paper, a research paper, and a final exam. Points are earned in the following ways and will be totaled at the end of the class based on the following scale.

Coursework Grade	Points	Points	Percent
Discussion board participation (15 @ 10 points)	150	520 - 600	90 – 100% A
Thomas King Reading Reflection	100	460 - 519	80 – 89% B
Quizzes (15 @ 10 pts)	150	390 - 459	70 – 79% C
Final Paper	100	220 - 389	60 – 69% D
Final exam	100	0 – 219	0 – 59% F
<i>Total:</i>	600		

Posting of Grades:

- All student grades will be posted using the Canvas Grade book and students should monitor their grade status and my corresponding comments about your work through this tool.
- I will post grades within 7-14 days after the due date. Some assignments, like papers or reflection essays and writing intensive discussion boards posts require much more personalized instructor feedback, which could take longer to grade.

COURSE SCHEDULE

Chapter readings from Native American Voices (NAV) assigned book are below, as well readings about individual tribes, which are located in your weekly MODULES units tab.

Week 1. Aug 27 – Sept 1

Topics	Read	Complete
1. Course orientation	Syllabus Overview	<ul style="list-style-type: none"> • Syllabus Overview • Course Introductions Discussion Board
2. Peoples and Nations	Read Introduction and chapters 1 and 2 in Native American Voices: A Reader (NAV) pgs. 2-27	

Week 2. Sept 2 – Sept 8

Topics	Read	Complete
Identity	Read Chapters 3-5 in Part I: Peoples and Nations: following in the Footsteps of the Ancestors in NAV pgs. 28-48;	<ul style="list-style-type: none"> • Discussion board posts • Quiz

Week 3. Sept 9 – 15

Topics	Read	Complete
Hidden Heritage	Read Chapters 1-5 in Part II: The Hidden Heritage in (NAV) pgs. 52-92;	<ul style="list-style-type: none"> • Discussion Board Posts • Quiz

Week 4. Sept 16 - 22

Topics	Read	Complete
American Indian Story (History)	Read Chapters 1-6 in Part III: The American Indian Story (History) in (NAV) pgs. 94-149;	<ul style="list-style-type: none"> • Discussion Board Posts • Quiz

Week 5. Sept 23 - 29

Topics	Read	Complete
Racism, Stereotypes, and Discrimination	Read Chapters 1-5 in Part IV: “The Only Good Indian...” in (NAV) pgs. 151-199;	<ul style="list-style-type: none"> • Discussion Board Posts • Quiz

Week 6. Sept 30 – Oct 6

Topics	Read	Complete
Native Representations: Media and the Arts	Read Chapters 1-6 in Part V: Native Representations: Media and the Arts in (NAV) pgs. 201-235;	<ul style="list-style-type: none"> • Discussion board Posts • Quiz

Week 7. Oct 7 - 13

Topics	Read	Complete
	<p>Read Thomas King's The Truth About Stories: A Native Narrative</p> <p>Write Reflection Paper – See Rubric for Details</p>	<ul style="list-style-type: none"> • Discussion Board Posts • Quiz • Truth about Stories Reflection Paper Due by Saturday at 5pm

Week 8. Oct 14– 20

Topics	Read	Complete
Community Wellness	Read Chapters 1-4 in Part VI: Community Wellness: Family, Health, Education in (NAV) pgs. 237-275	<ul style="list-style-type: none"> • Discussion board posts • Quiz

Week 9. Oct 21 - 27

Topics	Read	Complete
Community Wellness	Read Chapters 5-7 in Part VI: Community Wellness: Family, Health, Education in (NAV) pgs. 276-300;	<ul style="list-style-type: none"> • Discussion Board posts • Quiz

Week 10. Oct 28 – Nov 3

Topics	Read	Complete
The Sacred	Read Chapters 1-5 in Part VII: The Sacred: Spirituality and Sacred Geography in (NAV) pgs. 302-337;	<ul style="list-style-type: none"> • Discussion Board posts • Quiz

Week 11. Nov 4 – 10

Topics	Read	Complete
Native Sovereignty	Read Chapters 1-3 in Part VIII: Native Sovereignty: Self-Governance in (NAV) pgs. 343-375;	<ul style="list-style-type: none"> • Discussion Board posts • Quiz

Week 12. Nov 11 - 17

Topics	Read	Complete
Native Sovereignty: Culture and Sustainable Development	Read Chapters 1-3 in Part VIII: Native Sovereignty: Culture and Sustainable Development in (NAV) pgs. 376-396;	<ul style="list-style-type: none"> • Discussion Board posts • Quiz

Week 13. Nov 18 - 24

Topics	Read	Complete
Urbanism	Read Chapters 1-5 in Part IX: Urbanism: Ancient and Contemporary in (NAV) pgs. 398-453; Thanksgiving Holiday (Thursday/Friday)	<ul style="list-style-type: none"> • Discussion Board posts • Quiz

Week 14. Nov 25 – Dec 1

Topics	Read	Complete
Indigenous Rights	Read Chapters 1-2 in Part X: Indigenous Rights: Struggle and Revitalization in (NAV) pgs. 455-475; Declaration on the Rights of Indigenous Peoples Rights; Begin finalizing final research paper	<ul style="list-style-type: none"> • Discussion Board posts • Quiz

Week 15. Dec 2 – Dec 8

Topics	Read	Complete
Changing racial and ethnic dynamics	Read Chapters 3-6 in Part X: Indigenous Rights: Struggle and Revitalization in (NAV) pgs. 476-495; Finalize Final Research paper and turn on Wednesday by 5pm CST;	<ul style="list-style-type: none"> • Discussion board posts • Quiz • Turn in Final Tribes Paper on Wednesday at 5pm (CST)

Week 16. Dec 9 – 14

Topics	Read	Complete
Review & Final Exam	No new readings. You can take the exam anytime during this week. The exam opens Saturday at 5pm (CST) and closes on December 14 th at 11:59 (CST).	<ul style="list-style-type: none"> • Discussion Board Posts • FINAL EXAM due by 11:59pm (CST) on Dec 14th

Makeup policy

This is a 100% online course. You are responsible for managing your time to make sure you complete all assignments on time. ****There are no make-ups for discussion posts or quizzes.**** A student may only make up an exam if there is illness, injury, or another *documented* excuse. If a student misses an exam due to illness, injury, something out of their control they must 1. Provide documentation (doctor's note, police report, etc etc.), 2. Must notify me as soon as possible of intent to take a make-up exam, and 3. Prepare to take the make-up exam within 1 week of the excused absence, if possible. Students who miss an exam with no excused absence will receive a zero on the exam. If the student foresees that s/he will be unable to complete the course, then s/he should drop the course or accept the posted grade.

Grade Discrepancy: Procedure to follow when challenging grades in this class.

If you think that one of your assignments has been graded incorrectly, you have the right to challenge that grade. The procedure is as follows:

Carefully review the grade that you received and the reason for that grade. If you continue to think that your grade may have been reached in error:

- a. Title your word document or email with "Assignment (# or title) Grade Discrepancy."
- b. The email should include the reasons that you think the assignment grade is not accurate. Be specific in your reasons about why this issue should be addressed and the reasons you think there is not a correct grade reflected. You must have specific, logical, and well thought out proof that addresses your specific concerns for it to be valid.
 - a. An example of "proof" would be showing me a copy of your submitted work and marking where you think you have met the course requirement or grading rubric standard.
 - b. You must demonstrate to me that you have met the grading rubric requirement which measures your mastery of the course material for a claim to be valid.
- c. After you have written your claim, I would be more than happy to discuss and review any grade concerns. Please email it to aschulhoff@tamuct.edu

***No grade will be changed until you have demonstrated a valid, logical, well substantiated claim and have gone through this procedure.

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

TAMUCT offers its students tutoring, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (MLA and APA). For hours, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-519-5496 or by emailing gnichols@ct.tamuc.edu. Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. Chat live with a tutor 24/7 for any subject on your computer To access Tutor.com, click on www.tutor.com/tamuct.

The University Writing Center

The University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The Center is open 11am-6pm Monday-Thursday during the spring semester. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

For this course, you will need reliable and frequent access to a computer and to the Internet.

You may also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course or contact me (aschulhoff@tamuct.edu) to discuss your situation.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Technology Support

For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week: Email: helpdesk@tamu.edu, Phone: (254) 519-5466, Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available.

The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

The Instructor reserves the right to change the syllabus based upon student interest and current events.