

ENGL 5388-110: Critical Theory: Cultural Studies

Texas A&M University–Central Texas, Fall 2019

Course Information

Dates: Aug. 29–Dec. 5, 2019

Building: Heritage Hall

Room: 203

Type: Face-to-face with supplemental materials made available online through Canvas.

Instructor and Contact Information

Instructor: Dr. Stephanie Tavera

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Office: Heritage Hall 204M

Hours: Monday 11:00 AM–12:30 PM,
Tuesday 10:00–11:30 AM

Course Overview and Description. This course will introduce graduate students to important theories and methodologies in English studies, with a preference for more recent developments in the broader field of cultural studies. How do literary texts reflect the social and cultural issues of the period in which it is produced? What makes a text enduring and how does a text engage in social and cultural production beyond the period in which it was produced? Critical theory helps us explore answers to these questions about reading and meaning-making in literature. In this course, we will examine cultural (re)productions of texts by recursively applying a variety of theoretical lenses including, but not limited to, feminist theory, queer theory, posthumanism, and postcolonialism to a literary text of your choice.



Expected Learning Outcomes/Course Objectives. Students will gain advanced skills in the analysis and interpretation of literature by engaging with representative theorists from the field of cultural studies and applying those theorists' specific ideas to a literary text of their choice. By the end of the semester, students who have successfully completed the assignments should:

1. Demonstrate an informed understanding of the main ideas, key terms, and contributions of specific theorists to their sub-field of cultural studies (e.g. Judith Butler and feminist/queer theory, Lawrence Buell and ecocriticism, etc.).
2. Articulate similarities and differences across multiple theorists, their ideas and texts, and the sub-fields of cultural studies that they represent.
3. Analyze and interpret texts, employing close reading skills using a variety of theories and methods introduced by the authors and texts from this semester.
4. Perform independent research, using the MLA bibliography and other methods.
5. Express their ideas and readings of a text in clear, logical, organized, concise, and persuasive ways, in both written and oral forms.
6. Respond critically to all course material, using synthesis, analysis, comparison, contrast, critique and evaluation.
7. Use web-based scholarly sources in an effective manner.

Means of Achieving Course Goals. Students will achieve the above course goals by:

1. Attending brief lectures and participating in seminar-style class discussions and occasional small group discussions and activities.

2. Reflecting on learned material through oral presentation including **two** discussion lead presentations and **one** presentation of the seminar paper abstract.
3. Submitting writing projects to assess knowledge and mastery of the material including: **six** response papers that reflect three different writing styles (application, compare/contrast, and evaluation), **one** research paper proposal, and **one** seminar research paper with abstract and bibliography.

The goal of these assessments is to gain skills in close reading and textual analysis; to explore, examine, engage, and apply specific theoretical concepts learned and practiced through the semester in a recursive, or repetitive, manner; and to understand writing and meaning-making as a process by which knowledge is gained through trial-and-error.

Required Texts.

Parker, Robert Dale. *Critical Theory: A Reader for Literary and Cultural Studies*.
https://www.amazon.com/Critical-Theory-Literary-Cultural-Studies/dp/0199797773/ref=pd_lpo_sbs_14_img_1/146-9489497-6608860?_encoding=UTF8&psc=1&refRID=B02K6F5WD8QAA2NQ4REW
 ----. *How to Interpret Literature: Critical Theory for Literature and Cultural Studies*, Third Edition.
<https://www.amazon.com/How-Interpret-Literature-Critical-Literary/dp/0199331162>

Additional Texts. Other course materials for this class can be found on Canvas. These include:

- Garland-Thomson, Rosemarie. "Integrating Disability, Transforming Feminist Theory."
- Haraway, Donna. "A Manifesto for Cyborgs."
- Lacan, Jacques. Excerpt from *The Mirror Stage*.
- Thomas, Calvin. "Moments of Productive Bafflement, or Defamiliarizing Graduate Studies in English."

Course Schedule. Assignments are due on the day they are listed. *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. – Dr. Tavera*

Week	Date	Class Topic	Assignments Due
1	THU 8/29	<i>Syllabus. Introductions. What to expect in graduate studies. Explore possible literary text choices for response papers and assign Literary Text Proposal during class.</i>	Readings: Thomas, "Moments of Productive Bafflement"; Parker, <i>HTIL</i> , Ch. 1 (Intro, p. 1-10)
2	THU 9/5	<i>Close reading practice with LOG. Review of New Criticism: Brooks. Assign response paper, discuss expectations, and review sample response paper.</i>	Readings: Parker, <i>HTIL</i> , Ch. 2 (p. 11-42); Brooks, "The Language of Paradox" (p. 7-19) and "The Formalist Critics" (p. 19-24) Due: Literary Text Proposal
3	THU 9/12	<i>Review of Structuralism: Saussure. First response papers due.</i>	Readings: Parker, <i>HTIL</i> , Ch. 3 (p. 43-84); Saussure, "Course in General Linguistics" (p. 37-48)
4	THU 9/19	<i>Review of Deconstruction: Barthes and Derrida.</i>	Readings: Parker, <i>HTIL</i> , Ch. 4 (p. 85-110); Barthes, "The Death of the Author" (p. 83-87); Derrida, "The End of the Book and the Beginning of Writing" (p. 96-114)

5	THU 9/26	<i>Review of Psychoanalysis: Freud, Lacan, and Irigaray.</i>	Readings: Parker, <i>HTIL</i> , Ch. 5 (p. 111-147); Freud, "Psycho-analysis" (p. 181-194); Lacan, excerpt from "The Mirror Stage" (pdf, Canvas); Irigaray, "This Sex which is Not One" (p. 257-263).
6	THU 10/3	<i>Review of Marxism: Marx and Althusser.</i>	Readings: Parker, <i>HTIL</i> , Ch. 8 (p. 220-258); Marx, "Preface to A Contribution to the Critique of Political Commentary" (p. 380-381) and "The Fetishism of Commodities and the Secret Thereof" (p. 381-388); Althusser, "Ideology and Ideological State Apparatuses" (p. 449-461).
7	THU 10/10	<i>Review of Postmodernism and Historicism: Foucault and White.</i>	Readings: Parker, <i>HTIL</i> , Ch. 9 (p. 259-284); White, "The Historical Text as Literary Artifact" (p. 477-492); Foucault, "Panopticism" (p. 493-508) Watch: Macat Introduction to Foucault: https://www.youtube.com/watch?v=Ci61KBsZVbl
8	THU 10/17	<i>No Class: Dr. Tavera at SUS Conference. Recap of Theory Assignment to be completed on Canvas.</i>	Readings: None—review prior chapters and readings on the syllabus.
9	THU 10/24	<i>Review of Gender Theory, Feminist Theory, and Queer Theory: Butler, Sedgwick, and Wittig.</i>	Readings: Parker, <i>HTIL</i> , Ch. 6 (p. 148-184) & 7 (p. 185-219); Butler, "Gender Trouble" (p. 327-338); Sedgwick, "Gender Asymmetry and Erotic Triangles" (p. 321-326); Wittig, "The Straight Mind" (p. 314-320). Watch: Macat Introduction to Butler: https://www.youtube.com/watch?v=piF4YOilYSO
10	THU 10/31	<i>Research Methods and Library Resources.</i>	Readings: None.
11	THU 11/7	<i>Review of Race and Ethnic Studies: hooks, Anzaldua, and Gates.</i> Please Note: Nov. 8th is the last day to withdraw from the course with a "W."	Readings: Parker, <i>HTIL</i> , Ch. 10 (p. 285-329); hooks, "The Oppositional Gaze" (p. 269-282); Anzaldua, "Borderlands/La Frontera" (p. 734-740); Gates, "Talking Black" (p. 740-748) Due: Research Paper Proposal
12	THU 11/14	<i>Review of Postcolonialism: Bhaba, Fanon, Spivak, and Said.</i>	Readings: Bhaba, "On Mimicry and Man" (p. 668-674); Spivak, "Can the Subaltern Speak?" (p. 675-693); Said, "Narrative and Social Space" (p. 718-734) Watch: Macat Introduction to Franz Fanon: https://www.youtube.com/watch?v=z2OJ6IE36gE
13	THU 11/21	<i>Review of Ecocriticism, New Materialisms, and Science Studies: Buell, Haraway, and handout on Latour.</i>	Readings: Parker, <i>HTIL</i> , Ch. 12 (p. 354-380); Buell, "The Emergence of Environmental Criticism" (p. 588-610); Haraway, "A Manifesto for Cyborgs" (pdf, Canvas)

14	THU 11/28	No Class: Thanksgiving Day	
15	THU 12/5	Review of Disability Studies: McRuer and Garland-Thomson.	Readings: McRuer, "Compulsory Able-Bodiedness and Queer/Disabled Existence" (p. 353-363); Garland-Thomson, "Integrating Disability, Transforming Feminist Theory" (pdf, Canvas)
16	THU 12/10	Presentation of Abstracts.	
16	THU 12/12	No Class. Seminar Research Paper Due on Dec 12th by 11:59 PM.	

DESCRIPTION OF MAJOR ASSIGNMENTS

Five Response Papers (4-5 pages; 1000-1300 words) From week three through thirteen (Structuralism to Disability Studies), students will write a four- to five-page paper that applies the readings for that week to a literary text of the student's choice. Students may skip papers for some weeks, meaning that you can choose which weeks you submit and which weeks you do not. However, I would highly advise pacing yourself so that you are not writing a paper every week for the final five weeks of the semester. Students may write more than five papers, but in the end, I will only count the five highest grades (and drop the remaining). Please note that even if you do not write a paper every week, you are still required to do the readings and participate in class discussions and activities.

Of the five papers, each student must write two application papers, two comparison and contrast papers, and one evaluation paper. Instructions for each of these three types of papers are below. I highly advise beginning with the application papers, progressing to the comparison papers, and finishing with the evaluation paper as each paper progresses in difficulty due to the number of texts and authors one must juggle. All papers must be written in Times New Roman 12-point font with one-inch margins and double-spacing. In addition, each paper should be a minimum of four full pages, progressing onto the fifth page, but should be no longer than five pages as conciseness is just as important as minimum word counts. A bibliography is not required for these five papers, but students must use in-text citations that reference the literary text and theoretical text(s) following a consistent style format (e.g. MLA, APA, or Chicago) for all papers. Please also include a significant title you're your paper that reflects the main ideas or observations contained therein. Students should submit all five papers on Canvas, but also bring a hard (print) copy to class to use as a reference for class discussion.

Application Paper (2): In this paper, students will apply one theoretical text, argument, and method to a single literary text of their choosing. For instance, one might analyze the concept of biopolitics and surveillance (from Foucault) in Bronte's *Jane Eyre*. Students should remark upon the most significant ideas of a single representative theorist, evaluate the merits and limitations of that theorist's ideas, ask provocative questions to challenge the ideas, and explore how specific contexts or themes from the theorist's text plays out in the chosen literary text.

Compare and Contrast Paper (2): In this paper, students will apply two theoretical arguments and methods to a single literary text of their choosing. This application, however, requires students to compare and contrast the main ideas, finding points of agreement and disagreement, or similarity and difference, among the representative authors and their

theoretical “camps.” For instance, using the same literary text from the application paper, students might compare Butler’s concept of the social construction of gender and Garland-Thomson’s concept of the social construction of disability in Bronte’ *Jane Eyre*. Like the application paper, students should enter the conversation and remark upon the most significant ideas of each author/text, as well as evaluate the merits and limitations of those ideas, ask provocative questions, and explore the implications of the contexts, themes, or ideas as they play out in the chosen literary text.

Evaluation Paper (1): in this paper, students will apply three or more authors from an entire theoretical “school” or “camp” to the chosen literary text. For instance, using the same literary text from the application paper and compare/contrast paper, students might compare specific ideas from each psychoanalyst—Freud, Lacan, and Irigaray—and explain how their ideas play out in Bronte’s *Jane Eyre*. While this may involve some comparing and contrasting, what students should really pay attention to is how the ideas build upon or challenge one another: How does Freud’s concept of the ego appear in *Jane Eyre* and how might Lacan’s concept of the mirror stage help us understand the ego differently in the text? In what way does Irigaray challenge the ego through her understanding of sex and how does this change our view of *Jane Eyre*? Students should seek to trace the development of ideas within a “school” or “camp” by showing how those ideas shift, change, or deepen our understanding within the chosen literary text.

Literary Text Proposal (2-3 pages; 500-750 words) In preparation for the five response paper (detailed above), students must submit a two- to three-page proposal detailing which single literary text they have chosen to recursively analyze in each of the five response papers throughout the semester. In other words, students must use the same single literary text of choice in each of the five response papers for the semester. Once a student has chosen and proposed a text, s/he cannot change his/her text. Therefore, this proposal will seek to explain why the student’s single literary text of choice is versatile enough to permit multiple readings through various theoretical authors and “schools” this semester. This is an informal proposal, as it will be directed to me as your audience. Even so, students must still make a convincing argument with a claim, reasons, and evidence (though NOT a plot summary!). In fact, consider it a kind of diagnostic essay that demonstrates your skills as a writer, rhetorician, and arguer. Students should write their papers in Times New Roman 12-point font with one-inch margins and double-spacing. A bibliography is not required, but students should use in-text citations in a consistent style format (e.g. MLA, APA, or Chicago) if specific references to the literary text are made. Students should submit the final version of the paper to Canvas, but also bring a hard (print) copy to class to use as a reference for class discussion.

Two Discussion Lead Presentations (7-10 minutes) Twice during the semester, students will be expected to present the main arguments, observations, and ideas from their response papers. Students must sign up for these presentations in advance (during the first and second weeks of the course), which means for two of your response papers, you must commit to a deadline in advance as students must write and submit a paper during the week of their discussion lead. Only a maximum of two students may present on any given class day. The goal of the presentation is to orally present your ideas from your paper in an informal, conversational setting, and to use those ideas, observations, and questions as a starting point for class discussion during the first half of class that day. Notecards are permitted as a guide for the presenter, as is your paper (though you should not read word-for-word from the paper as there simply isn’t time). Visuals or handouts may be used, if appropriate, but PowerPoints are discouraged due to time constraints.

Theory Recap Assignment (500-750 words on Canvas Discussion Board) While I am out at a conference, students will take an opportunity to review the readings thus far in the semester. Students will then respond to two prompts given the week before in class (Oct. 10). Students should respond to both prompts in Canvas on the Discussion Board forum (instructions for how to do so will also be

provided during class). In the first prompt, students will be asked to reflect on connections they see among the theories and authors in a 500-word post on Canvas. This first post should be submitted by Tuesday, Oct. 15 at 11:59 PM. After all students have posted their reflections, students will be expected to read one another's reflections on Canvas Discussion Board and then provide a 250-word response that reflects on how your peers' understanding of the theories compare with your own understanding of the theories. This second reflection will be uploaded to Canvas by Oct. 17 from 6:00-9:00 PM, during the day and time that we would have met for class.

Research Paper Proposal (2-3 pages; 500-750 words) Students will begin their seminar research paper by reviewing their five response papers from the semester, conducting preliminary research on their chosen literary text, and determining a method for interpreting the chosen literary text. This plan for research will then be detailed in the research paper proposal as a way of exploring possible arguments about the literary text. Students are not expected to know their argument for the final seminar paper at this point. On the contrary, students might identify and evaluate the merits and limitations of multiple possible arguments that could be made about the literary text in their proposal. However, students must reference at least 3-5 secondary academic or scholarly texts that might help with interpreting the literary text, as well as indicate which theoretical school these secondary texts may serve as a method for interpreting the literary text. Students must use in-text citations and a bibliography for this assignment. Please note that the page requirements for this assignment do not include the bibliography. As with previous writing assignments, students should write their papers in Times New Roman 12-point font with one-inch margins and double-spacing. Students should submit the final version of the paper to Canvas, but also bring a hard (print) copy to class to use as a reference for class discussion.

Seminar Research Paper (12-15 pages) with Abstract (250-300 words) and Presentation (7-10 minutes) The research paper proposal should provide a foundation for the seminar research paper, your final assignment for this course. In the proposal, students will have established which critical methodology or methodologies they will use in their individual argument (Feminist, Postcolonial, etc.) and will have performed preliminary research on that critical approach to the text. The seminar research paper brings this work together as students utilize their secondary scholarly sources and theoretical sources from the class to make an argument about their chosen literary text. In other words, students should offer a specific interpretation of their chosen literary text that they must prove, defend, or articulate using (1) a theoretical framework explored this semester, (2) episodes or examples extrapolated from the literary text, and (3) secondary scholarly texts and theoretical texts that serve to explain how those episodes or examples support the interpretation. We will discuss methods of research and possible arguments during the final weeks of the semester, leading up to the research paper proposal and seminar research paper. Please note that I am happy to look at rough drafts during office hours, but they should be complete drafts (or near-complete), not fragments or random ideas jotted down. Each final, submitted paper should be twelve-to-fifteen pages, double-spaced with one-inch margins and formatted in Times New Roman 12-point font. These page requirements do not include the required bibliography, but they do include the abstract. Please place your abstract at the top of your paper, after your significant title, but before the paper proper. Each final, revised paper should be submitted to Canvas by the assigned due date. **Late papers** for the Seminar Research Paper **only** will be penalized **10 points each day** they are late.

Presentations will be held during the final class meeting of the semester. However, the seminar paper will be due after the final class period, during finals week. Presentations should be short, around 7-10 minutes, and should highlight the main arguments, observations, and interpretations in your seminar research paper. Students may read their abstract in full, but the presentation should NOT simply be a reading of the abstract. Consider this presentation a reflection on your intellectual growth throughout the semester. You may remark upon changes in your approach to textual interpretation from the response paper(s) to the research proposal to the drafts of the research paper to the final seminar paper. You may also discuss changes in perspective over the course of the semester that led to the development of this particular argument or your writing process from proposal to final seminar

paper. Due to time limitations, handouts or individual visual items will be permitted but full PowerPoints or Prezis will not be allowed.

Participation Policy and Attendance. Your active, informed participation is crucial to the success of the course and your individual success in this class. Carefully prepare for each class by reading in a rigorous, inquisitive manner—even if you are productively baffled. Every day you come to class, you should have something valuable to say and you should be prepared to participate in any activities I assign. All students are permitted two absences—excused or unexcused—during the semester. However, I do request advance communication from students alerting me to your absence. If you acquire more than two absences, I will lower your course grade by one letter. However, if you miss more than three absences, you will fail the course.

Grade Distribution. Final grades for this course are A, B, C, D, and F. Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=59%-and below. Your final grade for this course will consist of the following:

Literary Text Proposal	5%
Response Papers (five; 10% each)	50%
Discussion Lead Presentations (two; 5% each)	10%
Theory Review Paper	5%
Research Paper Proposal	5%
Seminar Research Paper	20%
Abstract Presentation	5%

INSTRUCTOR POLICIES

Posting of Grades. All grades for both major and minor assignments will be posted in the Gradebook on Canvas. I generally grade minor writing assignments within one week of submission date and major writing assignments within two weeks of submission date. Please do not contact me asking about your grade for an assignment until these personal grading deadlines have expired.

Incompletes. Students who are struggling to complete the course due to extenuating circumstances may qualify for a grade of incomplete. However, per departmental policy, a grade of incomplete may only be awarded (1) if the course drop date has already passed and (2) the student can provide documented evidence of extenuating circumstances such as an unplanned and unexpected medical condition or health emergency, etc. Please be advised that students awarded an incomplete must submit all unfinished work prior to the end of the next long semester in order to receive a grade for the course.

Plagiarism and Paper Reuse Policy. Please note that plagiarism is a serious offense and will be punished to the full extent. In my course, you are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date. Otherwise, paper reuse will be reported as a collusion offense and will also be punished to the full extent per university policy. Similarly, students who plagiarize on an assignment will receive a zero for the assignment for the first offense and be reported to the Behavioral Intervention Team (BIT) for remedial instruction on avoiding plagiarism. A second plagiarism offense may result in failure of the course.

Turning in Assignments to Canvas. All major writing projects will be submitted to Canvas. *I will not accept any assignments via e-mail or paper unless accommodation arrangements were made in*

conversation with me prior to the assignment deadline. All assignments submitted to Canvas must be saved as a .doc, .docx, or .pdf file to ensure that I am able to open them on my computer (please no Google docs). It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you may receive a zero for the assignment.

Student-Instructor Interaction. The best way to contact me is via email, as I check it regularly both on- and off-campus. Do allow for a 24- to 48-hour turn-around time for emails as I do not sit at my email all day, rather I check it during specific times once or twice per day. If your situation is an emergency, I advise contacting the Chair of the Humanities Department, Dr. Allen Redmon: allen.redmon@tamuct.edu or (254) 519-5750.

Technology Requirements. This course will use the A&M-Central Texas Instructure Canvas learning management system (aka Canvas). Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal. Username: Your MyCT email address. Password: Your MyCT password (same password as used for MyCT email and MyCT Warrior Web).

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.

Other Technology Support. For log-in problems, students should contact Help Desk Central. They are available 24 hours a day, 7 days a week. Email: helpdesk@tamu.edu Phone: (254) 519-5466 **Web Chat:** [<http://hdc.tamu.edu>]

WARRIOR SHIELD: Emergency Warning System for Texas A&M University-Central Texas. Warrior Shield 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 Warrior Shield through their myCT email account. Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

UNIVERSITY PROCEDURES AND GUIDELINES

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. *Please note: Oftentimes, students feel the need to drop a course because they are overwhelmed by personal or professional responsibilities. As your instructor, I humbly request that you make an appointment or drop by during office hours to speak with me about your concerns before dropping my course.*

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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html]. If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, 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.

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].

Campus Carry. Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <https://www.tamuct.edu/police/campus-carry.html>. Per university policy, concealed handguns should not be visible during class and are prohibited in the A&M-Central Texas Counseling Center, including the co-located Community Counseling and Family Therapy Center.

UNIVERSITY RESOURCES

Tutoring. Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

University Writing Center. Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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].

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