

Texas A&M University-Central Texas
Fall 2019-HIST 5340 Readings in European History
Strategies of Statecraft
W 6:00p.m.-9:00p.m., Room 203, Heritage Hall

Instructor and Contact Information

Instructor: Dr. Cadra Peterson McDaniel

Office: Heritage Hall, 204 L

Office Hours: M 1:00-2:00; W 1:00-2:00, 4:00-5:00; Or By Appointment

Email cadra.mcdaniel@tamuct.edu (Please use this email address as the method of contact)

Phone 254-501-5932

Mode of Instruction and Course Access

This course is a face to face course, with some information posted on Canvas. Students will be submitting assignments via Canvas.

Student-Instructor Interaction

If students have any questions about the class or assignments, they should contact the instructor. Please contact the instructor as soon as possible so that any concerns may be resolved before it becomes midpoint or later in the semester. Students may contact the instructor via email. The instructor will respond to all email in a timely manner, usually within one (1) business day. Email may not be checked on weekends. Also, students may come by the instructor's office during office hours, or students may make an appointment. Announcements for the class will be posted on Canvas under the Announcements Section. Please check this section regularly. For all questions concerning upcoming assignments, please send all questions via email before 4:00p.m. the day before the due date. The "cut-off" time for questions allows all students an equal chance to have questions answered before the due date.

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>] 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.

COURSE INFORMATION

Course Description

Readings and discussions of selected topics in early modern and modern European history. May be repeated for credit when topics vary.

This specific section of HIST 5340 evaluates leaders' and individuals' uses of traditional politics, cultural diplomacy, the media, and the arts to garner support for their visions for a state and its citizens.

Overall Course Objective

After successfully completing the course, students will be able to judge which specific leaders and individuals were most and least effective in gaining support for their objectives, and students will be able to critique the reasons for specific leaders' and individuals' accomplishments or failures.

Specific Course Objectives (Student Learning Outcomes)

After successfully completing the course, students will be able to

1. Examine notable differences between strategies utilized by leaders and by individuals to persuade citizens to support their policies
2. Compare and contrast successful and failed strategies employed in various time periods by various leaders and individuals in different countries
3. Evaluate the interconnected nature of effectively utilizing traditional political programs as well as visual means, such as the arts and the media, to cultivate support for leaders' and citizens' policies and programs
4. Investigate citizens' and opposition leaders' employment of visual methods to voice their disagreement with rulers' agendas

Required Texts in Order of Assignments

Books

Koerner, Joseph Leo. *The Reformation of the Image*. Chicago: University of Chicago Press, 2008. ISBN: 978-0226448374.

Perry, Graham. *Glory, Laud, and Honour: The Arts of the Anglican Counter Reformation*. Woodbridge, Suffolk, England: The Boydell Press, 2006. ISBN: 978-1843833758.

Boyes, Jayne E.E. *London's News Press and the Thirty Years War*. Reprint edition. Woodbridge, Suffolk, England: The Boydell Press, 2014. ISBN: 978-1843839347.

Hunt, Lynn. *Politics, Culture, and Class in the French Revolution*. Berkeley: University of California Press, 2004. ISBN: 978-0520241565.

George, Arthur L. and Elena George. *St. Petersburg: Russia's Window to the Future, The First Three Centuries*. Lanham, MD: Taylor Trade Publishing, 2003. ISBN: 978-1589790179.

Said, Edward W. *Culture and Imperialism*. New York: Vintage, 1994. ISBN: 978-0679750543.

Silverman, Deborah. *Art Nouveau in Fin-de-Siecle France: Politics, Psychology, and Style*. Berkeley: University of California Press, 1992. ISBN: 9780520080881.

Unowsky, Daniel L. *The Pomp and Politics of Patriotism: Imperial Celebrations in Habsburg Austria, 1848-1916*. West Lafayette, IN: Purdue University Press, 2006. ISBN: 978-1557534002.

Spotts, Frederic. *Hitler and the Power of Aesthetics*. Woodstock, NY: Overlook Books. 2009. ISBN: 9781590201787.

Hixson, Walter L. *Parting the Curtain: Propaganda, Culture, and the Cold War*. New York: St. Martin's Griffin, 1998. ISBN: 978-0312176808.

Bevan, Robert. *The Destruction of Memory: Architecture at War*. 2nd expanded edition. London: Reaktion Books, 2016. ISBN: 978-1780235974.

Scott, James C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, 1999. ISBN: 978-0300078152.

Articles Available via EBSCOHOST on the University Library Website

Bruter, Michael. "On What Citizens Mean by Feeling 'European': Perceptions of News, Symbols and Borderlessness." *Journal of Ethnic and Migration Studies*. Vol. 3. No. 1 (January 2004): 21-39.

Guéguen, Nicholas, Angélique Martin, and Jody Stefan. "Holding Your Flag: The Effects of Exposure to a Regional Symbol on People's Behavior." *European Journal of Social Psychology*. Vol. 47 (2017): 539-552.

Kolbe, Laura. "Central and Eastern European Capital Cities: Interpreting WW-Pages-History, Symbols and Identity." *Planning Perspectives*. Vol. 22 (January 2007): 79-111.

Flaherty, Emma and Laura Roselle. "Contentious Narratives and Europe: Conspiracy Theories and Strategic Narratives Surrounding RT's Brexit News Coverage." *Journal of International Affairs*. Special Issue. Vol. 71. No. 1.5 (2018): 53-60.

Ilovan, Oana-Ramona and Maroși. "Makers of Visual Identity: Industrial Sites and Landscapes in Picture Postcards during the Socialist Period of Romania." *Acta Technica Napocensis: Civil Engineering & Architecture*. Vol. 61. No. 3 (2018): 132-151.

Volckmar, Nina. "The Transformation of an Invented Tradition: The School Banner as a Symbol of Education." *Scandinavian Journal of Educational Research*. Vol. 61. No. 4 (2017): 430-447.

Kapralski, Slawomir. "Symbols and Rituals in the Mobilisation of the Romani National Ideal." *Studies in Ethnicity and Nationalism*. Vol. 12. No. 1 (2012): 64-81.

Anderson, Lara, Heather Merle Benbow, and Gregoria Manzin. "Europe on a Plate: Food, Identity and Cultural Diversity in Contemporary Europe." *Australia and New Zealand Journal of European Studies*. Vol. 8. No. 1 (2016): 2-15.

Course Requirements

Book or Article Critiques

During the semester, students will read books or collections of articles on a weekly basis, and for each week's reading assignment, students will compose a critique. These critiques should be two to three (2-3) typed pages, double spaced, and with one (1) inch margins, and students should use twelve (12) point Times New Roman Font. Students should not consult any outside sources for these critiques, but instead only base their critiques on that week's assigned reading.

All critiques' due dates are listed on the Course Schedule in the syllabus.

Criteria for Book Critiques=15 points each

Introduce clearly the author's or authors' thesis=4 points

Evaluate the author's or authors' thesis, themes, and supporting examples=4 points

Incorporate original appraisals regarding perceived major strengths and weaknesses=4 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

In these critiques, no lengthy quotations will be accepted. Students may include only two (2) quotations per critique, and each quotation should be ten (10) words or less. The use of more than two (2) quotations or quotations of more than ten (10) words will reduce significantly students' grades by five (5) points. The emphasis is that students paraphrase the material. When students paraphrase the material, they have to engage critically with the material, which leads to a more thorough understanding of the text. Also, students should keep their papers to the two to three (2-3) page limit. One of the objectives in graduate school is to be very specific and precise when expressing written ideas. Papers that exceed the length limit, that are under the minimum

page requirement, or that do not follow all paper guidelines and requirements will reduce students' grades by seven (7) points. Students should proofread their papers before the due date, and papers should be free generally of typographical errors and misspellings. For each critique, students should have a title page, which does not count toward the required number of pages. Also, should students quote material, then they need an endnotes page, which does not count toward the required number of pages. Endnotes come on a separate sheet of paper at the end of the book critique. Links are posted on Canvas which provide examples of a correct title page and correct endnotes according to the *Chicago Manual of Style*, 17th edition.

Weekly Discussions

In addition to the critiques, students will engage in class discussions in which they appraise each week's reading. For each discussion, students should have read thoroughly each week's reading. It may be helpful for students to take notes as they read. Students should be sure to read the introduction and conclusion since many times the author(s) will outline the thesis in these sections. Students should keep in mind that within each chapter of a book or within each section of an article, the author(s) is attempting to advance the thesis. Students who carefully read the material and take notes should be prepared for discussion and should be able to write an insightful critique. **Each week's discussion is worth five (5) points.**

Leading Discussion as an Individual

Throughout the semester, students will take turns leading discussion. Each student must lead discussion once, and students will sign up for leading discussion on the first night of class. On the night that the student leads discussion, the student needs to come prepared with a list of twenty to twenty-five (20-25) questions about the reading. Questions should draw on the author's or authors' thesis and major themes of the reading. The student leading discussion will need to submit a copy of their discussion questions via Canvas before class begins. Questions for

discussion will not be distributed to the class early. All students who are not leading discussion are expected to contribute to discussion. All students should bring a copy of that week's reading material to class and are free to refer to the text when answering questions. **Leading discussion individually is worth a total of twenty (20) points.**

Criteria for Leading Discussion=20 points

Submission of twenty to twenty-five (20-25) questions=6 points

Ask original twenty to twenty-five (20-25) questions; ask follow-up questions and respond to classmates' and/or the instructor's comments=10 points

Questions written clearly with correct grammar and punctuation and free generally of typographical errors and misspellings=4 points

Leading Discussion in a Group

In addition to leading discussion independently, students will be part of a group of two to three (2-3) students who will lead discussion twice as a group, and students will sign up for leading discussion in a group on the first night of class. Each member of the group should come prepared with a list of ten (10) questions that cover the reading for the week. The students leading discussion will need to submit a copy of their discussion questions via Canvas before class begins. Questions for discussion will not be distributed to the class early. All students who are not leading discussion are expected to contribute to discussion. All students should bring a copy of that week's reading material to class and are free to refer to the text when answering questions. **Leading discussion in a group is worth seven (7) points.**

Criteria for Leading Discussion in a Group=7 points each

Submission of ten (10) questions=2 points

Ask original ten (10) questions; ask follow-up questions; and respond to classmates' and/or the instructor's comments=3 points

Questions written clearly with correct grammar and punctuation and free generally of typographical errors and misspellings=2 points

Theme Paper

Students will develop an original paper that investigates scholars' varying approaches to a specific theme or topic. The final component of each student's grade will be a paper of five to six (5-6) typed pages, with one (1) inch margins, double spaced, and typed in twelve (12) point Times New Roman Font. The paper will examine a theme from the class readings. Students are free to select the topic that most appeals to their interests. Students only need to use the books or articles that were read for class. No other sources are needed or required; however, students may utilize outside sources. All students must use at least seven (7) sources from the assigned readings even if they incorporate outside sources.

Students should not copy and paste large sections, a paragraph or more, from their weekly critiques to complete this assignment; this action will result in a zero (0) for their final paper. In order to prepare for this paper, as students read the books and other articles, they may want to take notes, and these notes will help with completing the final paper. Also, the class discussions will appraise the major themes of the class. This material will further aid students with their paper. Students are welcome to take notes during class meetings, but there is NO recording of class discussions.

Criteria for Theme Paper=100 points

Well-developed thesis=25 points

Incorporate material from seven (7) sources that supports thesis=50 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=15 points

Cite information properly using a Chicago Style title page, Chicago Style endnotes, and a Chicago Style bibliography=10 points

As with the weekly critiques, it is important that students follow the paper guidelines closely. Students may only use two (2) quotations, and each quotation must be ten (10) words or less. The use of more than two (2) quotations or quotations of more than ten (10) words will reduce students' grades by seven (7) points. The emphasis is that students paraphrase the material. When students paraphrase the material, they have to engage critically with the material, which leads to a more thorough understanding of the text. Also, students should keep their papers to the five to six (5-6) page limit. Papers that exceed the length limit, that are under the minimum required number of pages, or that do not follow all paper guidelines will reduce students' grades by ten (10) points. One of the objectives in graduate school is to be very specific and precise when expressing written ideas. Students should proofread their papers before the due date, and the papers should be free generally of typographical errors and misspellings.

Since this may be the first time that students have taken a graduate history course, students have the entire semester to ask the instructor questions about their assignments. While the instructor will not read drafts of the critiques or paper, the instructor will answer specific questions.

The final theme paper is due on Wednesday, December 11 BEFORE 6:00p.m. Students may submit the paper early. Students must turn in the paper on Canvas. Only in cases of documented extreme hardship will an extension be granted for the final paper.

Class Grading Scale, Grading Criteria Rubric, and Conversion

This class follows TAMUCT's traditional grading scale of 100-90=A; 89-80=B; 79-70=C; 69-60=D; and 59 and below=F.

Book or Article Critiques=210 points

Weekly Discussions=50 points

Leading Discussion as an Individual=20 points

Leading Discussion in a Group=14 points

Theme Paper=100 points

Total=394 points

Students may determine their grade by taking the total number of points earned and dividing by the total number of points possible.

Posting of Grades

Grades will be posted online in Canvas and assignments returned via Canvas.

Assignments are graded usually within one (1) week of the due date.

Course Schedule (Course Outline and Calendar)

The instructor reserves the right to make modifications to the syllabus and the course schedule as needed based on time and other factors. Should this need occur, then an updated schedule will be posted online through Canvas.

Each week, students are to read the entire book or the entire collection of articles for that week's critique and discussion. All assignments are due by 6:00p.m. on the due dates listed below, and ALL assignments must be submitted via Canvas. Assignments will not be accepted and will not be graded unless submitted via Canvas.

August 28: Introduction to Class

September 4: Critique due for Koerner, Joseph Leo. *The Reformation of the Image*

September 11: Critique due for Perry, Graham. *Glory, Laud, and Honour: The Arts of the Anglican Counter Reformation*

September 18: Critique due for Boyes, Jayne E.E. *London's News Press and the Thirty Years War*

September 25: Critique due for Hunt, Lynn. *Politics, Culture, and Class in the French Revolution*

October 2: Critique due for George, Arthur L. and Elena George. *St. Petersburg: Russia's Window to the Future, The First Three Centuries*

October 9: Critique due for Said, Edward W. *Culture and Imperialism*

October 16: Critique due for Silverman, Deborah. *Art Nouveau in Fin-de-Siecle France: Politics, Psychology, and Style*

October 23: Critique due for Unowsky, Daniel L. *The Pomp and Politics of Patriotism: Imperial Celebrations in Habsburg Austria, 1848-1916*

October 30: Critique due for Spotts, Frederic. *Hitler and the Power of Aesthetics*

November 6: Critique due for Hixson, Walter L. *Parting the Curtain: Propaganda, Culture, and the Cold War*

November 13: Critique due for Bevan, Robert. *The Destruction of Memory: Architecture at War*

November 20: Critique due for Scott, James C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*

November 27: Online Class. One (1) Critique for Four (4) Articles due for: Articles will be discussed the following week on December 4.

Bruter, Michael. "On What Citizens Mean by Feeling 'European': Perceptions of News, Symbols and Borderlessness." *Journal of Ethnic and Migration Studies*. Vol. 3. No. 1 (January 2004): 21-39.

Guéguen, Nicholas, Angélique Martin, and Jody Stefan. "Holding Your Flag: The Effects of Exposure to a Regional Symbol on People's Behavior." *European Journal of Social Psychology*. Vol. 47 (2017): 539-552.

Kolbe, Laura. "Central and Eastern European Capital Cities: Interpreting WW-Pages-History, Symbols and Identity." *Planning Perspectives*. Vol. 22 (January 2007): 79-111.

Flaherty, Emma and Laura Roselle. "Contentious Narratives and Europe: Conspiracy Theories and Strategic Narratives Surrounding RT's Brexit News Coverage." *Journal of International Affairs*. Special Issue. Vol. 71. No. 1.5 (2018): 53-60.

December 4: One (1) Critique due for Four (4) Articles due for:

Ilovan, Oana-Ramona and Maroși, Zoltan. "Makers of Visual Identity: Industrial Sites and Landscapes in Picture Postcards during the Socialist Period of Romania." *Acta Technica Napocensis: Civil Engineering & Architecture*. Vol. 61. No. 3 (2018): 132-151.

Volckmar, Nina. "The Transformation of an Invented Tradition: The School Banner as a Symbol of Education." *Scandinavian Journal of Educational Research*. Vol. 61. No. 4 (2017): 430-447.

Kapralski, Slawomir. "Symbols and Rituals in the Mobilisation of the Romani National Ideal." *Studies in Ethnicity and Nationalism*. Vol. 12. No. 1 (2012): 64-81.

Anderson, Lara, Heather Merle Benbow, and Gregoria Manzin. "Europe on a Plate: Food, Identity and Cultural Diversity in Contemporary Europe." *Australia and New Zealand Journal of European Studies*. Vol. 8. No. 1 (2016): 2-15.

December 11: Online Submission of Final Theme Paper due BEFORE 6:00p.m. Students may submit the paper early. Students must turn in the paper on Canvas. Only in cases of documented extreme hardship will an extension be granted for the final paper.

Instructor and Course Policies

Absences and Make-Up Work

Absences in graduate school are generally not acceptable. The instructor does understand that in some circumstances, such as a major illness, there may be missed classes. Should students miss class, then they need to contact the instructor as soon as possible. Unexcused absences will affect negatively students' grades. Only excused absences are allowed. Should students miss a class, make-up assignments will be allowed only for excused absences. Students, when they return, must give the instructor written documentation, such as a note from their doctor, which covers the days that they missed. ONLY with documentation will students be granted an excused

absence and be able to make up work. Students who submit work early but then miss class on the work's due date will also need to provide some form of documentation for the days missed.

Otherwise, the work will not will be accepted. Students cannot make up work or receive credit for work with unexcused absences.

ALL make-up work must be turned in no later than one (1) week after students return to class. No work will be accepted after the one (1) week period. Near the end of the semester, make-up work may be due in a shorter amount of time. No make-up work will be accepted after 6:00p.m. on December 11.

Make-Up Work When Not Leading Discussion

In this course, make-up work will take the form of a lengthier weekly critique of five to seven (5-7) pages. These lengthier critiques will count as both the weekly critique grade and the discussion grade. All paper guidelines as outlined in the previous section titled Book or Article Critiques apply to make-up critiques. Students should refer to these guidelines and requirements or points will be lost.

Criteria for Make-up Book Critique=20 points

Introduce clearly the author's or authors' thesis= 6 points

Evaluate the author's or authors' thesis, themes and supporting examples=7 points

Incorporate original appraisals regarding perceived major strengths and weaknesses=4 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

Make-Up work for Leading Discussion as an Individual

For a missed week, when the student is leading discussion, he/she will need to submit a lengthier critique. Make-up work for leading discussion will take the form of a lengthier critique of ten to eleven (10-11) pages. This critique will count for both the leading discussion grade and

the weekly critique grade. All paper guidelines as outlined in the previous section titled Book or Article Critiques apply to make-up critiques. Students should refer to these guidelines and requirements or points will be lost.

Criteria for Make-up Book Critique=35 points

Introduce clearly the author's or authors' thesis=9 points

Evaluate the author's or authors' thesis, themes, and supporting examples=10 points

Incorporate original appraisals regarding perceived major strengths and weaknesses= 9 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=7 points

Make-Up work for Leading Discussions in a Group

For a missed week, when the student is leading discussion in a group, he/she will need to submit a lengthier critique. Make-up work for leading discussion in a group will take the form of a lengthier critique of eight to nine (8-9) pages. This critique will count for both leading discussion and the weekly critique grade. All paper guidelines as outlined in the previous section titled Book or Article Critiques apply to make-up critiques. Students should refer to these guidelines and requirements or points will be lost.

Criteria for Make-up Book Critique=22 points each

Introduce clearly the author's or authors' thesis=6 points

Evaluate the author's or authors' thesis, themes, and supporting examples=7 points

Incorporate original appraisals regarding perceived major strengths and weaknesses=6 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

Incompletes

A grade of an Incomplete is granted rarely. Incompletes will be granted only after the last day to drop a course and will be granted only to students who have experienced a major catastrophic event. Students must provide some form of written documentation that provides evidence of the catastrophic event.

Withdrawal, Drop Dates, Assignment Due Dates, and Important University Dates

Students who feel that they need to drop the class must go to the Registrar's Office and complete the withdrawal forms. It is each student's responsibility to withdraw from a class. Also, it is each student's responsibility to be aware of all add and drop dates for classes and to be aware of all guidelines in the syllabus and due dates for class assignments. Students should refer to the University Calendar for important dates, such as graduation deadlines. The calendar can be viewed at <https://www.tamuct.edu/>

Plagiarism

Plagiarism is copying or using the words or the ideas of another individual(s) and submitting that work as one's original work. All material taken from any source, including books, articles, journals, the Internet, or any other sources, must be paraphrased (put in your own words), if quoted, set off in quotation marks, and cited correctly. Plagiarism will be discussed in detail on the first day of class. **Should students have any questions about paraphrasing, using quotations, citing material, or documenting sources, then students should ask questions before or during class, or come by the instructor's office and discuss these concerns.**

Work that is deemed plagiarized will result in the grade of a zero (0) for the assignment. VeriCite on Canvas will be checking for plagiarism. Students will submit each assignment via Canvas, and each assignment will be checked for plagiarism. Students who receive a mark of fifty percent or more for plagiarism will earn a zero (0) for the assignment.

Also, students will earn a failing grade (fifty percent (50% F) or lower) for an assignment when there is evidence that the plagiarism is from a purchased paper or when there is evidence of blatantly copying sources without paraphrasing. When there is evidence of plagiarism, students' papers will be submitted to the Division of Students Affairs for review.

Cheating

Cheating is assisting other students with completing class assignments. Also, cheating includes the use of any unauthorized materials to complete any assignments. **The penalty for cheating will be a zero (0) for the assignment.** When there is evidence of cheating, students' work will be submitted to the Division of Students Affairs for review.

Technology Requirements and Support

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/>] 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

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

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

Course and University Procedures and Policies

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].

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.

For more [information regarding the Student Conduct process](#),

[<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].

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](#) 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>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) 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.

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.

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.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

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 [WOnline](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].