Texas A&M University-Central Texas
HIST 5340 Readings in European History
National and Cultural Identities
Summer 2019-Online Course

Instructor and Contact Information

**Instructor:** Dr. Cadra Peterson McDaniel  
**Office:** Heritage Hall, 204 L  
**Office Hours:** 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 an online course with all information and assignments 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. Also, students may make an appointment to meet with the instructor.

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 assignment 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 explores the formation of national and cultural identities among the European states primarily within the 18th, 19th, 20th, and 21st centuries. Students examine the role of politics and culture in the formation of a country’s identity.

Overall Course Objective
After successfully completing the course, students will be able to appraise the importance of both politics and culture in the creation of a country’s identity and analyze the political and cultural factors that have precipitated major changes in country identity.

Specific Course Objectives (Student Learning Outcomes)
After successfully completing the course, students will be able to:
1. Analyze the significance of domestic and foreign policies in fashioning and in influencing a country’s identity.

2. Examine the importance of culture, including the arts, in furthering a country’s established identity and in promoting an alternative identity.

3. Critique the instrumental role of the “Other” in defining a country’s identity and position within a specific region and on the global stage.

4. Evaluate the factors that prompt officials to revise substantially their country’s identity.

**Required Texts**


**Course Requirements**

**Student Introductions**

During the first week of class, students will need to introduce themselves on the discussion board. These introductions will aid in the formation of discussion groups, and these introductions should be two to three (2-3) sentences. In these introductions, students should include only information that relates to their scholarly interests in history. Students should not post personal information such as information about their families or hobbies. The instructor has
introduced herself on the discussion board, and students should refer to her post as an example. Posts need to be written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings.

Rubric for Student Introductions=5 points each

Discussion of scholarly interests in history=5

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=1 point

Book Critiques

During the semester, students will read books 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, with one (1) inch margins, and the 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. As students read the books, they may want to take notes, and these notes will help with completing the critique and discussion posts. All critiques’ due dates are listed on the course schedule in the syllabus.

Rubric 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. Papers that exceed the length limit will reduce students’ grades by five (5) 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 papers should be free generally of typographical errors and misspellings. Students will use correct grammar; will avoid slang terms; and will write in third person. 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. Endnotes come on a separate sheet of paper at the end of the book critique. The endnotes page does not count toward the required number of pages. If a student is only paraphrasing the material, endnotes are not needed. Links are posted on Canvas which provide examples of a correct title page and endnote formatting according to the *Chicago Manual of Style*, 17th edition.

**Weekly Discussions**

After the deadline for a critique has passed, students will begin responding to the questions posed by that week’s discussion leaders, other classmates, and the instructor. Students’ posts must be composed using correct grammar, punctuation, and spelling. Students should use specific evidence from the readings to support their comments made in their discussion posts. A student’s initial posts should include the student’s original thoughts and/or address an aspect of the reading not yet discussed by his/her classmates. Posts should be at least one (1) paragraph of
five to seven (5-7) sentences and may be longer. Having unclear posts, vague, or very short posts will cause a loss of points for that week’s discussion. Also, posts need to be written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings. If students agree or disagree with their classmates’ posts, then they need to explain with specific information the reasons for this agreement or disagreement. All discussion posts MUST be civil.

To receive full credit for each week’s discussion, students need at least three (3) posts that follow the guidelines noted in the above paragraph. Students should check the discussion board frequently to respond to their classmates’, discussion leaders’, and instructor’s questions and posts. To earn the total points possible for each post, it is important that students contribute regularly throughout the week and that their posts relate to the assigned readings. Specific due dates are in the course schedule.

**Rubric for Weekly Discussions**=7 points each week

Use of specific evidence from the readings to support comments made in posts and inclusion of student’s original analysis=5 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=2 points

**Leading Discussion**

Students will be part of a group of two to three (2-3) students who will lead discussion as a group. Each group will lead discussion twice this semester. For the week that a group is leading discussion, each member of the group should submit along with their weekly critique a list of ten (10) questions that cover the reading for the week. The questions for discussion will not be distributed to the class early. Questions should focus on the books’ thesis and themes and may make connection to other readings assigned in this course. Students are who leading discussion need to check the discussion board at least once each day to respond promptly to their
classmates’ posts and to ask follow-up questions. Discussion leaders may ask follow up questions that are not part of the original set of ten (10) questions. However, discussion leaders need to ask all of their original ten (10) questions and should not ask all these questions at once. Instead, these questions should be asked throughout the week’s discussion period. All students who are not leading discussion are expected to contribute to discussion.

**Rubric for Leading Discussion=10 points**

Submission of ten (10) questions=3 points

Ask original ten (10) and follow-up questions and respond to classmates’ and/or the instructor’s posts throughout the entire discussion period=5 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=2 points

**Theme Paper**

Students will develop an original paper that investigates scholars’ varying approaches to two (2) specific themes. This theme paper will be a paper of eight to ten (8-10) 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 that were read for class. No other sources are needed or required; however, students may utilize outside sources. All students must use at least six (6) sources from the assigned readings even if they incorporate outside sources. Please note that a collection of essays counts as one (1) source even if multiple essays from that source are used.

For this paper, since students are using multiple sources, students need to cite ALL material, either paraphrased or quoted, that is taken from sources. Students need to use endnotes and include a bibliography. Also, students should have a title page. The endnote page(s),
bibliography, and title page do not count toward the number of required pages. Links are posted on Canvas that provide examples of a correct title page and correct endnotes and bibliography according to the *Chicago Manual of Style, 17th* edition.

**Students should not copy and paste large sections, a paragraph or more, from their weekly critiques or discussion posts to complete this assignment; this action will result in a zero (0) for their paper.** In order to prepare for this paper, as students read the books, 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.

**Rubric for Theme Paper=100 points**

Well-developed thesis=15 points

Incorporate material from six (6) sources that supports thesis=60 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 eight to ten (8-10) page limit. Papers that exceed the length limit will reduce
students’ grades by five (5) 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. Students will use correct grammar; will avoid slang terms; and will write in third person.

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 theme paper is due on Monday, July 22, at Noon (12:00 p.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.

Student Introductions=5 points
Critiques= 90 points
Discussion=28 points
Leading Discussion=20 points
Theme Paper=100 points
Total=243 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 on Canvas.

All assignments are due by Noon (12:00p.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. Discussion posts close at Noon (12:00 p.m.) on the last day noted for that week’s discussion.

Week 1: June 3-June 7

June 3 through June 7: Introduction to Course, Student Introductions, and Formation of Groups to Lead Discussion.

June 3 through June 7: Read Derek Hastings. Nationalism in Modern Europe: Politics, Identity and Belonging Since the French Revolution.

Week 2: June 10-June 14

June 10: Critique due for Derek Hastings. Nationalism in Modern Europe: Politics, Identity and Belonging Since the French Revolution.

June 11 through June 14: Discussion of Derek Hastings. Nationalism in Modern Europe: Politics, Identity and Belonging Since the French Revolution.


Week 3: June 17-June 21


**Week 4: June 24-June 28**

**June 24:** Critique due for Carl E. Schorske. *Fin-de-Siècle Vienna: Politics and Culture.*

**June 25 through June 28:** Discussion of Carl E. Schorske. *Fin-de-Siècle Vienna: Politics and Culture.*

**June 24 through June 28:** Read Edward Said. *Orientalism.*

**Week 5: July 1 -July 5**

**July 1:** Critique due for Edward Said. *Orientalism.*

**July 2 through July 5:** Discussion of Edward Said. *Orientalism.*

**July 1 through July 5:** Read Eric G. E. Zuelow. *Making Ireland Irish: Tourism and National Identity Since the Irish Civil War.*

**Week 6: July 8-July 12**


**July 8 through July 12:** Read Alex J Bellamy. *The Formation of Croatian National Identity.*

**Week 7: July 15-July 19**

**July 15:** Critique due for Alex J Bellamy. *The Formation of Croatian National Identity.*

**July 16 through July 19:** Discussion of Alex J Bellamy. *The Formation of Croatian National Identity.*
Week 8: July 22-July 26

July 22: Theme Paper due BEFORE Noon (12:00p.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

Make-Up Work

Missed work or late work in graduate school is 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 must email 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 cannot make up work or receive credit for work with unexcused absences.

Please note that there are make-up work policies for students who miss a week of discussion or who miss the weeks that he/she is leading discussion. However, because this is an eight (8) week class, it may be very hard for a student to stay on track and complete assignments successfully, should he/she have a week or more of 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 Noon (12:00p.m.) on July 22.
Make-up Work for Book Critiques
If a student has an excused absence for the day a critique is due, then he/she may submit the critique within one (1) week of returning to class. The critique length and guidelines do not change.

Make-Up work for Weekly Discussions
For a missed discussion week, when the student is not leading discussion, he/she will need to submit a lengthier critique of five to seven (5-7) pages. This lengthier critique will count as both the weekly critique grade and the discussion grade.

Rubric 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=6 points

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

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=4 points

Make-Up work for Leading Discussions
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 eight to nine (8-9) pages. This critique will count for both leading discussion and the weekly critique grade.

Rubric for Make-up Book Critique=25 points each

Introduce clearly the author’s or authors’ thesis=7 points

Evaluate the author’s or authors’ thesis, themes, and supporting examples=8 points
Incorporate original appraisals regarding any perceived major strengths and weaknesses= 7 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/](https://www.tamuct.edu/)

**Plagiarism**

Plagiarism is copying or imitating the language, ideas, and thoughts of other individual(s) and submitting that work as one’s own original work. This action will not be tolerated. All material taken from any source, including books, articles, journals, the Internet, or 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, please ask questions via email or make an appointment to 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 (50%) or more for plagiarism will earn a zero (0) for the assignment. Also, students will earn a failing grade (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 projects. 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]

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

University Resources, 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].

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://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].

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 the Student Affairs 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, 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.

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 FREE online tutoring support. 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.-4:00 p.m. Monday thru Thursday with online only hours Monday thru Thursday from 6:00-9:00 p.m.

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-on-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. 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]