

**Texas A&M University-Central Texas**  
**HIST 5340 Readings in European History: Revolutions**  
**W 6:00p.m.-9:00p.m., Online Synchronous Class Meetings**

**Instructor and Contact Information**

**Instructor:** Dr. Cadra Peterson McDaniel

**Office:** Heritage Hall 204 L

**Office Hours:** By Appointment

**Email:** [cadra.mcdaniel@tamuct.edu](mailto: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 regularly scheduled synchronous class meetings on Wednesday from 6:00p.m. to 9:00p.m. Students must attend these meetings. 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. The students should 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. Students may schedule an appointment to meet with the instructor; however, the instructor may not be able to meet with students on the same day that the email is received. The instructor will respond to all email in a timely manner, usually within one (1) business day. Email may not be answered on weekends. Announcements for the class will be posted on Canvas under the Announcements Section. Students should check this section regularly. For all questions concerning upcoming assignments, students should 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) [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 examines various revolutionary movements from the early modern era through the early 21<sup>st</sup> century.

#### **Overall Course Objective**

After successfully completing the course, students will be able to judge the reasons for the immediate and long-term successes and failures of specific revolutionary leaders and movements.

#### **Specific Course Objectives (Student Learning Outcomes)**

After successfully completing the course, students will be able to

1. Critique scholarly works to improve critical thinking and research skills

2. Examine the varied meanings and manifestations of the idea and development of “revolutions”
3. Analyze the development of major European revolutions and major radical movements from the 1400s through the late 1900s
4. Investigate the spread and appeal of European revolutionary ideas in the non-Western World
5. Construct an original work that investigates scholars’ varying approaches to a specific topic

### **Required Texts**

**Books are listed in the order to be read.**

Malia, Martin. *History’s Locomotives: Revolutions and the Making of the Modern World*. Edited and with a Foreword by Terence Emmons. New Haven: Yale UP, 2006. ISBN: 978-0300126907.

Gruber, Isaiah. *Orthodox Russia in Crisis: Church and Nation in the Time of Troubles*. DeKalb, IL: Northern Illinois University Press, 2012. ISBN: 9780875804460.

Pincus, Steve. *1688: The First Modern Revolution*. New Haven: Yale UP, 2009. ISBN: 9780300171433.

McPhee, Peter. *Liberty or Death: The French Revolution*. New Haven: Yale UP, 2016. ISBN: 9780300228694.

Lyons, Martin. *Napoleon Bonaparte and the Legacy of the French Revolution*. New York: St. Martin’s Press, 1994. ISBN: 9780312121235.

Rappaport, Mike. *1848: Year of Revolution*. New York: Basic Books, 2008. ISBN: 9780465020676.

Horne, Alistair. *The Fall of Paris: The Siege and the Commune 1870-71*. London: Penguin Books, 2007. ISBN: 9780141030630.

Grayson, Richard S., *Dublin’s Great Wars: The First World War, the Easter Rising and the Irish Revolution*. Cambridge: Cambridge UP, 2018. ISBN: 9781107029255.

Payne, Stanley G. *The Spanish Civil War*. Cambridge: Cambridge UP, 2012. ISBN: 9780521174701.

McDermott, Kevin and Matthew Stibbe (Eds). *The 1989 Revolutions in Central and Eastern Europe: From Communism to Pluralism*. Manchester: Manchester UP, 2016. ISBN: 9780719099984.

Courtois, Stéphane, et.al. *The Black Book of Communism: Crimes, Terror, and Repression*. Consulting Ed. Mark Kramer. Translated by Jonathan Murphy and Mark Kramer. Cambridge: Harvard UP, 1999. ISBN: 9780674076082.

Ingerbritsen, Christine. *Scandinavia in World Politics*. Europe Today. Series Editor Ronald Tiersky. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2006. ISBN: 9780742509665.

Zúquete, José Pedro. *The Identitarians: The Movement against Globalism and Islam in Europe*. Notre Dame, Indiana: University of Notre Dame Press, 2018. ISBN: 9780268104214.

## **Course Requirements**

### **Syllabus Acknowledgement Statement**

**Students need to read and review the Syllabus Acknowledgement Statement posted on Canvas. The due date for reviewing and acknowledging this statement is Wednesday, August 28, by 6:00p.m. Students' acknowledgement of this statement is worth five (5) points. If students have any questions about the statement, then they should contact the instructor as soon as possible.**

### **Book Critiques**

During the semester, students will read books that examine various revolutions, and students will compose a critique for each book. These critiques should be two to three (2-3) typed pages; should be double spaced, and with one (1) inch margins; and should be typed using 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

Overall impression of the book which may include evaluating the strength of the thesis and evidence presented; intended audience; and effective use of maps and/or images =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. Also, any maps, charts, graphs, or other images should be in an Appendix and not within the text of the critiques. Students' critiques should be in paragraph format. There should not be extensive lists of items, especially in column format, and there should not be extra space between paragraphs or anywhere in the critiques.

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*, 17<sup>th</sup> 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, 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 twice, 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 his/her 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 ten (10) points.**

### **Criteria for Leading Discussion=10 points**

Submission of twenty to twenty-five (20-25) questions=4 points

Ask original twenty to twenty-five (20-25) questions; ask follow-up questions; and respond to classmates' and/or the instructor's comments=5 points

Questions written clearly with correct grammar and punctuation and free generally of typographical errors and misspellings=1 point

### **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=3 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=1 point

### **Theme Paper**

Students will develop an original paper that investigates scholars' varying approaches to a specific theme or topic. The final component of students' grades 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 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 critiques to complete this assignment; this action will result in a zero (0) for their theme 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 theme 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

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. Also, any maps, charts, graphs, or other images should be in an Appendix and not within the text of the paper. Students' papers should be in paragraph format. There should not be extensive lists of items, especially in column format, and there should not be extra space between paragraphs or anywhere in the paper.

**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 the paper, the instructor will answer specific questions.**

**The theme paper is due on Wednesday, December 9 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 theme paper.**

#### **Class Grading Scale, Points Possible, 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.

Syllabus Acknowledgement Statement=5 points

Book or Article Critiques= 195 points

Weekly Discussions= 40 points

Leading Discussion as an Individual=20 points

Leading Discussion in a Group=14 points

Theme Paper=100 points

Total= 374 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, unless otherwise noted, students are to read the entire book 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 26:** Introduction to the Class

**August 28: Due Syllabus Acknowledgement Statement**

**September 2: Critique due for and Discussion of** Martin Malia, *History's Locomotives: Revolutions and the Making of the Modern World*

**September 9: Critique due for and Discussion of** Isaiah Gruber, *Orthodox Russia in Crisis: Church and Nation in the Time of Troubles*

**September 16: Critique due for and Discussion of** Steve Pincus, *1688: The First Modern Revolution*

**September 23: Critique due for and Discussion of** Peter McPhee, *Liberty or Death: The French Revolution*

**September 30: Critique due for and Discussion of** Martin Lyons, *Napoleon Bonaparte and the Legacy of the French Revolution*

**October 7: Critique due for and Discussion of** Mike Rappaport, *1848: Year of Revolution*

**October 14: Critique due for and Discussion of** Alastair Horne, *The Fall of Paris: The Siege and the Commune*

**October 21: Critique due for and Discussion of** Richard S. Grayson, *Dublin's Great Wars: The First World War, the Easter Rising and Irish Revolution*

**October 28: Critique due for and Discussion of** Stanley G. Payne, *The Spanish Civil War*

**November 4: Critique due for and Discussion of** Kevin McDermott and Matthew Stibbe (Eds). *The 1989 Revolutions in Central and Eastern Europe: From Communism to Pluralism*

**November 11: Veteran's Day, No Class, Read:** for Stéphane Courtois, et al. *The Black Book of Communism: Crimes, Terror, and Repression*

**November 18: Critique due for and Discussion of** Stéphane Courtois, et al. *The Black Book of Communism: Crimes, Terror, and Repression*

**November 25: No Class, Read** Christine Ingerbritsen, *Scandinavia in World Politics*

**December 2: Critique due for and Discussion of** Christine Ingerbritsen, *Scandinavia in World Politics* **AND Critique due for and Discussion of** José Pedro Zúquete, *The Identitarians: The Movement Against Globalism and Islam in Europe*

**December 9: Theme Paper due BEFORE 6:00pm. 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 theme 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 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 9.**

### **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 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

Overall impression of the book which may include evaluating the strength of the thesis and evidence presented; intended audience; and effective use of maps and/or images=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 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=25 points**

Introduce clearly the author's or authors' thesis=5 points

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

Overall impression of the book which may include evaluating the strength of the thesis and evidence presented; intended audience; and effective use of maps and/or images= 5 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=5 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 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

Overall impression of the book which may include evaluating the strength of the thesis and evidence presented; intended audience; and effective use of maps and/or images=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 (refer to individual assignment guidelines). 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 email the instructor.**

**Work that is deemed plagiarized will result in the grade of a zero (0) for the assignment.** SimCheck 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 (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.

### **Academic Integrity**

**For more information about Academic Integrity and each student's responsibilities regarding academic integrity, please review the information at**

<https://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

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.

### **Online Proctored Testing**

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

### **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](mailto: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.*

### **COVID-19 Safety Measures**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement.

Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

**Face Coverings**— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

**Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

**Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request Dynamic Form](#) through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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](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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@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 except writing support. Access Tutor.com through Canvas.

### **University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from

10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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 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](mailto: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 workspaces, 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].

**For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**