

Texas A&M University-Central Texas
Spring 2020-HIST 5342 Selected Topics in European History:
European Nationalism
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 11:30-12:30; W 4:00-5:00; Or by Appointment

E-mail 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, or students may make an appointment to meet with the instructor. 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. 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

Research and writing on selected topics in European history. May be repeated for credit when topics vary. This specific course will examine the growth of nationalism primarily in “the long 19th century,” 1789-1914, with an emphasis upon European nationalism.

Overall Course Objective

After successfully completing the course, students will be able to explain the reasons for the growth of various forms of nationalism during “the long 19th century,” 1789-1914.

Student Learning Outcomes

After successfully completing the course, students will be able to

1. Analyze the debates regarding the origins of nationalism and develop a definition of nationalism
2. Examine the manifestations of nationalism within various European countries and European colonies
3. Critique the role of nationalism within various revolutionary and political movements and study the role of nationalism in shaping cultural movements

4. Author original research that involves an analysis of nationalism's influence upon a specific topic in European history

Required Texts

Books

Readings are listed in chronological order.

Bell, David A. *The Cult of the Nation in France: Inventing Nationalism, 1680-1800*. Cambridge, MA: Harvard UP, 2001. ISBN: 9780674004474.

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Rev. ed. London: Verso, 2006. ISBN 9781844670864.

Bilenky, Serhiy. *Romantic Nationalism in Eastern Europe: Russian, Polish, and Ukrainian Political Imaginations*. Stanford Studies on Central and Eastern Europe. Edited by Norman Naimark and Larry Wolff. Stanford: Stanford UP, 2012. ISBN: 9780804778060.

Sperber, Jonathan. *The European Revolutions, 1848 – 1851*. 2nd ed. New Approaches to European History. Series Editors William Beik and T.C.W. Blanning. Cambridge: Cambridge UP, 2005. ISBN 9780521547796.

Beales, Derek and Eugenio F. Biagini. *The Risorgimento and the Unification of Italy*. 2nd ed. London: Routledge, 2003. ISBN 9780582369580.

Green, Abigail. *Fatherlands: State-Building and Nationhood in Nineteenth-Century Germany*. New Studies in European History. Edited by Peter Baldwin, Christopher Clark, James B. Collins, Mia Rodríguez-Salgado, and Lyndal Roper. Cambridge: Cambridge UP, 2004. ISBN: 9780521616232.

Martin, Amy E. *Alter-Nations: Nationalisms, Terror, and the State in Nineteenth-Century Britain and Ireland*. Columbus, OH: Ohio State University Press, 2012. ISBN: 9780814212028.

Avineri, Shlomo. *Herzl's Vision: Theodor Herzl and the Foundation of the Jewish State*. Translated by Haim Watzman. Katonah, NY: BlueBridge, 2014. ISBN: 978-1933346984.

MacMillan, Margaret. *The War that Ended Peace: The Road to 1914*. New York: Penguin Group, 2013. ISBN: 9780670064045.

Required Texts

Articles

Readings are listed in chronological order.

Articles Available via EBSCOHOST or JSTOR on the University Library Website

Thompson, Martyn P. "Ideas of Europe during the French Revolution and Napoleonic Wars." *Journal of the History of Ideas* 55, no. 1 (Jan. 1994): 37-59.

Smith, Camilla. "Telling Tales: The Construction of Nature and Alpine Myth in Text and Image in Eighteenth-century Zurich." *Social Semiotics* 24, no. 1 (Feb. 2014): 19-39.

Brincker, Benedikte. "A "Small Great National State": An Analysis of the Cultural and Political Factors that shaped Danish Nationalism 1760–1870." *Journal of Historical Sociology* 16, no. 4 (Dec. 2003): 407-431.

Vranjes, Vlasta. "English Cosmopolitanism and/as Nationalism: The Great Exhibition, the Mid-Victorian Divorce Law Reform, and Brontë's Villette." *Journal of British Studies* 47, no. 2 (Apr. 2008): 324-347.

Schmidt-Nowara, Christopher. "'La España Ultramarina': Colonialism and Nation-building in Nineteenth-century Spain." *European History Quarterly* 34, no. 2 (Apr. 2004): 191-214.

Course Requirements

When Leading Discussion

During the semester, students will read books and articles that examine the development of European nationalism. Students will take turns leading discussion. Students will sign up for leading discussion on the first night of class. On the night that the student leads discussion, he/she needs to come prepared with a list of twenty to twenty-five (20-25) questions about the reading(s). **This list of questions must be submitted on Canvas. Assignments submitted in any other format will not be accepted. The list of questions and leading discussion is worth 10 points.**

In addition, when a student leads discussion, he/she will need to submit a critique for that week's reading assignment. A student only needs to submit a critique when he/she is leading discussion. The critique is meant to aid students in preparing to lead a thorough discussion of the

text. The critique 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 the critique, but instead only base their critiques on that week's assigned reading.

Criteria for Book and Article Critique=15 points

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

Evaluate the author's or authors' use of examples to support the thesis=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 the critique, no lengthy quotations will be accepted. Students may include only two (2) quotations in the 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 must engage critically with the material, which leads to a more thorough understanding of the text. Also, students should keep their critiques 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. Critiques that exceed the length limit, that are under the minimum page requirement, or that do not follow all guidelines and requirements will reduce students' grades by seven (7) points. Students should proofread their critiques before the due date, and critiques should be free generally of typographical errors and misspellings.

For the 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 endnote 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.

The critique must be submitted on Canvas. Assignments submitted in any other format will not be accepted.

When Not Leading Discussion

All students **MUST** participate in the discussion. Students who are not leading discussion will need to submit a list of fifteen to twenty (15-20) questions that address topics from that week's reading. **These lists of questions must be submitted on Canvas. Assignments submitted in any other format will not be accepted. Each week's participation is worth five (5) points, and each week's list of questions is worth five (5) points.**

To prepare for each discussion, **ALL** students should have read thoroughly the assigned material. As students read the material, it may be helpful to make notes. Be sure to read the introduction and conclusion since many times the author(s) will outline the thesis in these sections. Then as students read each book's chapters or article's sections, they should keep in mind that in each chapter or section, the author(s) is attempting to advance the book's or article's argument. Careful reading and note taking will aid students with discussion and should prepare them for composing a well-developed critique. Students are welcome to take notes during class meetings, but there is **NO** recording of class discussions.

Submission of Research Topic

A major component of each student's grade will be a thorough study of a topic regarding European nationalism. Students are free to research any topic, but the topic must relate to European nationalism from the 1780s through the early 1900s. Students may select a topic that is covered in class but are not required to do so. The discussion of research interests on the first

day of class will aid students in selecting a topic. Early in the semester, students will submit a possible paper topic(s) for their final research papers. Students should consider topics that appeal to their historical interests.

Criteria for Research Topic=3 points

Submission of possible research topic(s)=3 points

Digital Polarization Project Tutorials

TAMUCT has opted to participate in the American Democracy Project's (ADP) initiative *Digital Polarization: A Project to Promote Online Civic Information Literacy*.

Students may refer to the ADP's website for more information,

<http://www.aascu.org/AcademicAffairs/ADP/DigiPo/>

As part of this class, students will complete four (4) digital literacy tutorials that will strengthen their abilities to assess and to critique online content. The completion of each tutorial is worth two (2) points. With more and more research and content being published online, it is important that students learn to analyze thoroughly this material, so that they are able to determine the credibility of the information presented and whether or not they should include this material in their research. **Links to the tutorial are under the heading Course Schedule and then listed under the date February 12.**

Criteria for Digital Polarization Tutorials=8 points

Completion of Each Tutorial=2 points each

Research Paper Outline and Annotated Bibliography

After selecting a research topic and after completing the digital literacy tutorials, students will submit an outline of their entire research papers and an annotated bibliography. Students' outlines will need to address their entire papers and not solely focus on the initial sections of their papers. Examples of acceptable outline forms are posted on Canvas. Students should

review these examples. Also, students will submit an annotated bibliography of fifteen to twenty (15-20) primary and secondary scholarly sources. Students should provide a brief description of two to three (2-3) sentences describing each source's relevance and significance to their research.

Criteria for Outline and Annotated Bibliography=25 points

Thorough outline of each part of the research project=10 points

Analyze each source's scholarly significance and relevance=15 points

Individual Meetings

Students will have some class periods when they meet with the instructor on an individual basis to discuss their research progress. Students will sign-up for a meeting time in class. All meetings will take place during the class period, Wednesday, 6:00p.m.-9:00p.m. in the instructor's office, 204 L in Heritage Hall. It is important that students come to these meetings.

Each unexcused absence for an individual meeting results in a ten (10) point deduction on the student's final paper. Though the scheduled individual meetings will occur toward the midpoint and the end of the semester, students should work on their papers throughout the semester. At any time should students have questions about their papers, they should feel free to contact the instructor with any questions and feel free to schedule a meeting with the instructor.

Research Paper Presentation

At the end of the semester, students will give a ten (10) minute in class presentation of their research. The presentation should provide an overview of the major points in the papers. Also, students may use PowerPoint but are not required to do so. Students should begin by introducing their topic, explain their thesis, and provide two to three (2-3) points that support their thesis, and conclude with a brief discussion of their research's significance.

Criteria for Final Paper Presentation=18 points

Clearly introduce topic and state thesis=6 points

Explanation of examples that support the thesis (including student's original analysis)=6 points
Professional and clear delivery of material=6 points

Final Research Paper

A major component of each student's grade will be a thorough study of a topic regarding European nationalism. The paper will be twenty to twenty-five (20-25) pages in length, will utilize primary and secondary sources, and rely ONLY on scholarly resources. The paper should have one (1) inch margins; be double spaced; be typed in twelve (12) point Times New Roman Font; and employ Chicago Style endnotes and a Chicago Style bibliography. Please be aware that endnotes are not at the bottom of the page. Instead, endnotes begin on a new page after the final page of the paper and before the bibliography.

All material that is either quoted or paraphrased MUST be cited using Chicago Style. Links to this material are posted on Canvas. The material provides examples from the *Chicago Manual of Style*, 17th edition. The student will need a title page, an endnote page(s), and a bibliography, which do not count toward the required twenty to twenty-five (20-25) pages. Also, any maps, charts, graphs, or other images should be in an Appendix and not within the text of the papers. 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 papers. Students may use only four (4) quotations, and each quotation must be ten (10) words or less. The emphasis is that students paraphrase the material. When students paraphrase the material, then students must engage critically with the material, which leads to a more thorough understanding of the information.

It is important that students follow the paper guidelines closely. Not following the guidelines will lower a student's grade. For example, the use of more than four (4) quotations or quotations of more than twenty (20) words will reduce students' grades by ten (10) points. Also,

students should keep their papers to the twenty to twenty-five (20-25) page limit. 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 fifteen (15) points. Students should proofread their papers before the due date, and the papers should be free generally of typographical errors and misspellings.

Criteria for Research Project=150 points

Well-developed thesis clearly stated in the first paragraph=35 points

Use material from primary and secondary sources to support the thesis including students' original analysis=75 points

Clearly written, correct grammar, and be free generally of typographical errors and misspellings=20 points

Have all information cited properly using Chicago Style=20 points

Since this may be the first time that students have composed a history research paper at the graduate level, students have the entire semester to ask the instructor questions about their research papers. While the instructor will not read drafts of the papers, the instructor is more than willing to answer specific questions. Only in cases of documented extreme hardship will an extension be granted for the final papers.

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.

Leading Discussion and Questions=10 points

Book or Article Critique=15 points

Questions When Not Leading Discussion= 45 points

Discussion Participation When Not Leading Discussion=45 points

Paper Topic=3 points

Digital Polarization Tutorials=8 points

Paper Outline and Annotated Bibliography=25 points

Presentation of Research Papers=18 points

Research Paper=150 points

Total=319 points

Students may determine their grades 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. **All assignments are due before 6:00 p.m. on the dates listed below.**

January 15: Introduction to Class and Discussion of Research Interests

January 22: Bell, David A. *The Cult of the Nation in France: Inventing Nationalism, 1680-1800.*

January 29: Paper Topic Due AND the Following articles:

Thompson, Martyn P. “Ideas of Europe during the French Revolution and Napoleonic Wars.”

Smith, Camilla. “Telling Tales: The Construction of Nature and Alpine Myth in Text and Image in Eighteenth-century Zurich.”

Brincker, Benedikte. “A “Small Great National State”: An Analysis of the Cultural and Political Factors that shaped Danish Nationalism 1760–1870.”

Vranjes, Vlasta. “English Cosmopolitanism and/as Nationalism: The Great Exhibition, the Mid-Victorian Divorce Law Reform, and Brontë's Villette.”

Schmidt-Nowara, Christopher. “‘La España Ultramarina’: Colonialism and Nation-building in Nineteenth-century Spain.”

February 5: Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism.*

February 12: Bilenky, Serhiy. *Romantic Nationalism in Eastern Europe: Russian, Polish, and Ukrainian Political Imaginations*.

Completion of Digital Polarization Project Tutorials Due

1: Introduction to Web Literacy: <http://tamuct.libsurveys.com/WebLiteracyIntroduction>

2: Investigate the Source: <http://tamuct.libsurveys.com/InvestigateSource>

3: Find the Original Source: <http://tamuct.libsurveys.com/FindOriginal>

4: Look for Trusted Work <http://tamuct.libsurveys.com/TrustedWork>

February 19: Sperber, Jonathan. *The European Revolutions, 1848 – 1851*.

February 26: Outline of Paper and Annotated Bibliography Due AND

Beales, Derek and Eugenio F. Biagini, *The Risorgimento and the Unification of Italy*.

March 4: Individual Meeting to Discuss Outline and Bibliography

March 11: Spring Break, No Class

March 18: Green, Abigail. *Fatherlands: State-Building and Nationhood in Nineteenth-Century Germany*.

March 25: Martin, Amy E. *Alter-Nations: Nationalisms, Terror, and the State in Nineteenth-Century Britain and Ireland*.

April 1: Individual Meeting to Discuss Research Progress

April 8: Avineri, Shlomo. *Herzl's Vision: Theodor Herzl and the Foundation of the Jewish State*.

April 15: MacMillan, Margaret. *The War that Ended Peace: The Road to 1914*.

April 22: Individual Meeting to Discuss Research Progress

April 29: Presentations of Research Papers

May 6: Final Research Paper Due, Submit Online via Canvas, No Class Meeting

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 day(s) missed. Otherwise, the work will not be accepted. Students cannot make up work or receive credit for work with unexcused absences **Should students miss an individual meeting, then they will need to meet with the instructor within one (1) week of returning to class.**

Make-Up Work When Leading Discussion

For an absence 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 six to eight (6-8) pages. This critique will count for both the leading discussion grade and the critique grade. All guidelines as outlined in the previous section titled Book or Article Critique apply to make-up critiques. Students should refer to these guidelines and requirements or points will be lost.

Criteria for Make-up Book or Article Critique=35 points

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

Evaluate the author's or authors' use of examples to support the thesis=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=9 points

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

Make-Up Work When Not Leading Discussion

For an absence when the student is not leading discussion, make-up work will take the form of a lengthier weekly critique of three to four (3-4) pages. These lengthier critiques will count as both question grade and the discussion grade. All paper guidelines as outlined in the previous section titled Book and Article Critique apply to make-up critiques. Students should refer to these guidelines and requirements or points will be lost.

Criteria for Make-up Book or Article Critique=10 points

Introduce clearly the author's or authors' thesis= 3 points

Evaluate the author's or authors' use of examples to support the thesis=3 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=2 points

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

Make-Up Work for Missed Presentation

Should students miss the presentation, then in order to make up the presentation, students will need to include an additional three (3) pages of material to their final papers.

In this instance, the final paper grade will include the eighteen (18) points for the presentation for a total of one hundred sixty-eight (168) points. The paper is still due on May 6 before 6:00p.m.

Note that only in cases of documented extreme hardship will students be allowed to have an excused absence for the presentation.

Make-Up Work Due Dates

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. Toward the end of the semester, there may be a shorter amount of time for make-up work. No make-up work will be accepted after the Final Paper is due on May 6.

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. Material taken from any source, including books, articles, journals, the Internet, or any other sources, must be paraphrased (put in your own words) and cited correctly (refer to individual assignment guidelines) and 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, during, or after 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. SimCheck in Canvas will be checking assignments 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 or material 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 other 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 or examination.** 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 and Support

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **It is strongly recommended that students use 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.

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, 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),
[<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, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019 but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing 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. 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].