

Texas A&M University-Central Texas
HIST 5340 Readings in European History
Political Narratives
W 6:00p.m.-9:00p.m., Heritage Hall, Room 203

Instructor and Contact Information

Instructor: Dr. Cadra Peterson McDaniel

Office: Heritage Hall, 204 L

Office Hours: By appointment. Please email for an appointment.

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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 submit 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. Unless students have an assignment due on a Monday, email may not be answered on weekends. Students should only contact the instructor via the email address listed on the syllabus. The instructor may not be aware of questions, emails, or other messages that are posted in Canvas, sent via the email feature in Canvas, or sent/posted in any other format, and thus, students may not receive a reply to these emails or messages.

Announcements for the class will be made at the beginning of a class session and 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.

**Emergency Warning System for Texas A&M University-Central Texas
SAFEZONE.**

SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](#) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

Course Information

Course Description

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

This specific section of HIST 5340 evaluates leaders' and individuals' use of politics, cultural diplomacy, the media, and the arts to formulate political narratives that either seek to increase support for a specific cause or that seek to reflect or enhance a specific understanding of events.

Overall Course Objective

After successfully completing the course, students will be able determine which specific leaders and individuals most and least successfully constructed political narratives and the short-term and long-term implications of these successful or unsuccessful narratives.

Specific Course Objectives (Student Learning Outcomes)

After successfully completing the course, students will be able to

1. Examine the events that prompt leaders and individuals to construct a political narrative intended to persuade citizens to support the leaders' and the individuals' policies
2. Analyze the factors that contribute to enduring or failed narratives
3. Evaluate the effectiveness of the varied types of sources used, including traditional political programs as well as visual means, such as the arts and the media, to cultivate support for leaders' and individuals' policies and programs
4. Investigate the reasons for and success of counter narratives that seek to undermine the dominant narrative

Required Books in the Order of Assignments

- Brady, Jr., Thomas A. *German Histories in the Age of Reformations, 1400–1650*. Cambridge: Cambridge University Press, 2009. ISBN: 9780521717786.
- Boys, Jayne E.E. *London's News Press and the Thirty Years War*. Reprint edition. Woodbridge, Suffolk, UK: Boydell Press, 2014. ISBN: 9781843839347.
- Hunt, Lynn. *Politics, Culture, and Class in the French Revolution*. Berkeley, CA: University of California Press, 2004. ISBN: 9780520241565.
- McCaffray, Susan P. *The Winter Palace and the People: Staging and Consuming Russia's Monarchy, 1754–1917*. DeKalb, IL: Northern Illinois University Press, 2018. ISBN: 9780875807928.
- Said, Edward W. *Culture and Imperialism*. New York: Vintage, 1994. ISBN: 978-0679750543.
- Unowsky, Daniel L. *The Pomp and Politics of Patriotism: Imperial Celebrations in Habsburg Austria, 1848-1916*. West Lafayette, IN: Purdue University Press, 2006. ISBN: 9781557534002.
- Milligan, Kathryn. *Painting Dublin, 1886–1949: Visualising a Changing City*. Manchester: Manchester University Press, 2020. ISBN: 9781526161185.
- Spotts, Frederic. *Hitler and the Power of Aesthetics*. Woodstock, NY: Overlook Books. 2009. ISBN: 9781590201787.
- Goldberg, Harold J. *Daily Life in Nazi-Occupied Europe*. Santa Barbara, CA: Greenwood, 2019. ISBN 9781440859113.
- Hixson, Walter L. *Parting the Curtain: Propaganda, Culture, and the Cold War*. New York: St. Martin's Griffin, 1998. ISBN: 9780312176808.
- Bevan, Robert. *The Destruction of Memory: Architecture at War*. Second expanded edition. London: Reaktion Books, 2016. ISBN: 9781780235974.
- Scott, James C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven, CT: Yale University Press, 1999. ISBN: 9780300078152.
- Aronsson, Peter and Gabriella Elgenius. *Contemporary History National Museums and Nation-building in Europe 1750-2010: Mobilization and Legitimacy, Continuity and Change*. London: Routledge, 2017. ISBN: 9780815346746.

In addition to the required books, students will locate two (2) articles for the assignment: Online Discussion on the Construction of Contemporary Political Narratives. This assignment discussed in more detail later in the syllabus.

Course Requirements

Syllabus Acknowledgement Statement

Students need to submit a Syllabus Acknowledgment Statement indicating that they have read and understand the information in the syllabus. Students should upload the statement to Canvas. 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. Check the course schedule for the due date.

Book Reviews

During the semester, students will read books on a regular basis, and for each book, students will compose a book review. These reviews 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 reviews, but instead only base their reviews on that week's assigned reading. **All reviews' due dates are listed in the course schedule in the syllabus.**

Criteria for Book Reviews=15 points each

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

Evaluate the author's or authors' use of supporting examples, which is not a summary of each chapter=7 points

Overall impression of the book which may include evaluating: the strength of the thesis and the evidence presented; the thorough use of primary sources and archival materials; and the 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=3 points

For each review, at the top of the first page, students should include the citation of the book as required in a professional book review, and students will sign their name at the end of their book reviews. Also, should students quote material, then following the quoted material,

students should note the page number(s) of the quoted material in parentheses, such as (15). This formatting mirrors that of a professional book review, and an example of a professional book review is posted on Canvas.

In these reviews, no lengthy quotations will be accepted. Students may include only two (2) quotations per review, 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. **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 book reviews, the instructor will answer specific questions.**

Class Discussions

In addition to the reviews, 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 book. 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 in each chapter, 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 review.

During discussions, students should focus their attention on the individual asking questions and contributing to the discussion. There should not be individual conversations being held during discussion. These conversations are disruptive. Also, if students have answered several questions and have been contributed frequently during the class period, then students should pause and allow their classmates to answer questions and to contribute to discussion. These actions better ensure that everyone participates in the discussion. **Each week's discussion is worth five (5) points.**

Leading Discussion Individually

Throughout the semester, students will take turns leading discussion. Students must lead discussion once, and students will sign up for leading discussion on the first night of class. On the night that the student leads discussion, the student needs to come prepared with a list of twenty to twenty-five (20-25) questions about the reading. Questions should draw on the author's or authors' thesis and major themes of the reading as well as draw connections between the current reading and books previously read in the course. The student leading discussion will need to submit a copy of these discussion questions on Canvas. 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.

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 four (2-4) students who will lead discussion twice as a group. For these meetings, each member of the group should come prepared with a list of ten (10) questions that cover the reading for the week. Questions should draw on the author's or authors' thesis and major themes of the reading as well as draw connections between the current reading and books previously read in the course. The students leading discussion will need to submit a copy of these discussion questions on Canvas. 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.

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

Online Discussion on the Construction of Contemporary Political Narratives: November 21 through November 30

From November 21 through November 30, students will participate in an online discussion post regarding leaders' and individuals' current efforts to construct a political narrative. Students are free to select the topic of their choice, and the topic should be on a contemporary issue or event from 2022. Students will locate two (2) articles that discuss the topic of their choice. Then, on the discussion board, students should include links to their two (2) articles and above each link, students should provide the name of each article. The instructor will post two (2) articles' links and note the articles' titles on a topic of her choice as well.

These articles do not need to be scholarly articles and may be from online news sources or other similar publications. These two (2) articles should present differing viewpoints on the same topic, so that students examine the manner in which individuals with competing viewpoints use information to construct a specific narrative on a topic.

Students will then read all the articles chosen by their classmates and the instructor. In their discussion posts, students should note the types of arguments and evidence used in the articles and analyze the intended audience. Students will need at least three (3) discussion posts of at least four to five (4-5) sentences each to receive credit for this assignment. These discussion posts may focus on all or some of the articles. On the evening of November 30, the class will continue this discussion in the classroom, which will enable students to ask each other additional questions regarding article selection and article content.

Criteria for Online Discussion=20 points

Post of two (2) articles' links and titles=4 points

Discussion posts that examine the types of arguments and evidence presented as well as the article's intended audience=12 points

All posts written clearly with correct grammar and punctuation and free generally of typographical errors and misspellings=4

Theme Paper

The final component of students' grades will be an original paper that investigates scholars' varying approaches to a specific theme. For this paper, students should use at least seven (7) books read in the course. Students may use additional sources or sources not read in class, but still must use at least seven (7) books read in the course. This theme paper will be five to six (5-6) typed pages, with one (1) inch margins, double spaced, and typed in twelve (12) point Times New Roman Font. **Students should not copy and paste large sections, a paragraph or more, from their book reviews 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 final paper. Also, the class discussions will address 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=20 points

Incorporate material from seven (7) assigned sources that supports the thesis=55 points

Written clearly with correct grammar and punctuation and 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 reviews, 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 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. For the paper, students should have a title page, which does not count toward the required number of pages. Also, students will need to cite all material taken from any source. Endnotes are needed

for material that is both paraphrased and quoted. Endnotes come on a separate sheet of paper at the end of the theme paper. The endnotes page does not count toward the required number of pages. Links are posted on Canvas which provide examples of a correct title page and correct citations for books according to the *Chicago Manual of Style*, 17th edition.

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 paper, the instructor will answer specific questions. The theme paper is due on Wednesday, December 7 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 final paper.

Class Grading Scale, Grading Criteria, and Conversion

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

Syllabus Acknowledgement Statement=5
Book Reviews=195 points
Weekly Discussion=50 points
Leading Discussion=10 points
Group Discussion=14 points
Online Discussion=20 points
Theme Paper=100 points
Total=394 points

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

Posting of Grades

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

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

Course Schedule (Course Outline and Calendar)

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

schedule will be posted online through Canvas. Each week, students are to read the entire book for that week's review 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 24: Introduction to Class

August 31: Syllabus Acknowledgement Statement Due and Book Review due for *German Histories in the Age of Reformations, 1400–1650*.

September 7: Book Review due for *London's News Press and the Thirty Years War*.

September 14: Book Review due for *Politics, Culture, and Class in the French Revolution*.

September 21: Book Review due for *The Winter Palace and the People: Staging and Consuming Russia's Monarchy, 1754–1917*.

September 28: Book Review due for *Culture and Imperialism*.

October 5: Book Review due for *The Pomp and Politics of Patriotism: Imperial Celebrations in Habsburg Austria, 1848-1916*.

October 12: Book Review due for *Painting Dublin, 1886–1949: Visualising a Changing City*.

October 19: Book Review due for *Hitler and the Power of Aesthetics*.

October 26: Book Review due for *Daily Life in Nazi-Occupied Europe*.

November 2: Book Review due for *Parting the Curtain: Propaganda, Culture, and the Cold War*.

November 9: Book Review due for *The Destruction of Memory: Architecture at War*.

November 16: Book Review due for *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*.

November 21 through November 30: Online Discussion Assignment on the Construction of Contemporary Political Narratives; **Completed posts due November 30.**

November 30: Book Review due for *Contemporary History National Museums and Nation-building in Europe 1750-2010: Mobilization and Legitimacy, Continuity and Change*.

December 7: Theme Paper Due, No Class Meeting, Submit the theme paper on Canvas.

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 7.

Make-Up Work When Not Leading Discussion

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

Criteria for Make-up Book Review= 20 points

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

Evaluate the author's or authors' use of supporting examples, which is not a summary of each chapter=10 points

Overall impression of the book which may include evaluating: the strength of the thesis and the evidence presented; the thorough use of primary sources and archival materials; and the effective use of maps and/or images=3 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 individually, the student will need to submit a lengthier review. Make-up work for leading discussion individually will take the form of a lengthier review of ten to eleven (10-11) pages. This review will count for both the leading discussion as an individual grade and the review grade. All paper guidelines as outlined in the previous section titled Book Reviews apply to make-up reviews. Students should refer to these guidelines and requirements or points will be lost.

Criteria for Make-up Book Review=25 points

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

Evaluate the author's or authors' use of supporting examples, which is not a summary of each chapter=12 points

Overall impression of the book which may include evaluating: the strength of the thesis and the evidence presented; the thorough use of primary sources and archival materials; and the 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 Discussions in a Group

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

Criteria for Make-up Book Review=22 points each

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

Evaluate the author's or authors' thesis, themes, and supporting examples=11 points

Overall impression of the book which may include evaluating: the strength of the thesis and the evidence presented; the thorough of use primary sources and archival materials; and the effective use of maps and/or images=3 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 the students' responsibility to withdraw from a class. Also, it is the students' 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 emphasized 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 via email or make an appointment to discuss concerns with the instructor.**

Work that is deemed plagiarized will result in the grade of a zero (0) for the assignment. SimCheck in Canvas will check 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' work will be submitted to the Office of Student Conduct.

Cheating

Cheating is assisting other students with completing class assignments. Also, cheating includes the use of any unauthorized materials to complete any assignments. Students may not resubmit work completed for another class. This action will be considered cheating. **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 Office of Student Conduct.

Academic Integrity

For more information about Academic Integrity and students' responsibilities regarding academic integrity, please review the information at <https://www.tamuct.edu/student-affairs/academic-integrity.html>

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.

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.

University Resources, Procedures, and Guidelines

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#)

Dynamic Form through Warrior Web.

[[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-](https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612)

[prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https](https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612)

[%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-](https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612)

[be43-f02a4202f612](https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct.

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 referral](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 Warrior Center for Student Success, Equity 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, experiencing pregnancy-related conditions, 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/pregnant-and-parenting-students.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 virtually and in-person. Student success coaching is available online upon request. If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 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-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 if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.