

SOCI 5304-115, 60282, Sociology of Religion

Summer 2022

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

June 6 through July 29, 2022

This is a 100% online course wherein one uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Floyd Berry, PhD

Office: For this online course, the student may contact the instructor for a phone interview

Phone: 512-635-9015

Email: Please contact instructor through message feature in Canvas

Office Hours

Virtual office hours are Monday through Friday, 11:00 a.m. – 5:00 p.m. However, the student may request a specific time beyond these office hours. Simply contact the instructor by the message feature in Canvas, requesting a specific time for a phone conversation. The instructor is also available to communicate with the student solely through the message feature of Canvas.

Student-instructor interaction

The instructor will reply within one workday to messages in Canvas. Workdays include Monday through Friday. Messages received on Friday will be answered on Friday or the following non-holiday workday (for example, Monday if not a holiday). If the student sends a message to the instructor to his official email address (fberry@tamuct.edu), the student must send it using the student's official TAMUCT email address. The student must also indicate which course for which the student is enrolled.

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](http://www.safezoneapp.com) 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 Overview and description

Examine the principles of religion, religious belief, and practice as a sociological concept. Special emphasis on the relationship of religion to the progress and stability of the social order.

Course Objective or Goal

Student Learning Outcomes (See “Complete Course Calendar” for assignments that address the course objectives)

Objective 1: The student will demonstrate an awareness of the definitional problems relating to the concept and practice of religion in the social sciences.

- A. Should the concept of god or gods be a part of the definition? References to Durkheim, Yinger, Geertz, Bellah, Eliade, Sperber, and Price are examined.
- B. Instructional activities include reading of course text and class discussions.
- C. Primary means of assessment are class discussions and essay exams.

Objective 2: The student will demonstrate understanding of theoretical and methodological problems relating to the concept and practice of religion in the social sciences.

- A. Should theories regarding religion be falsifiable? References to Popper, Comte, Marx, Freud, Hardy, Boyer, Plantinga, Origen, Aquinas, and Calvin are examined.
- B. Instructional activities include reading of course text and class discussions.
- C. Primary means of assessment are class discussions and essay exams.

Objective 3: The student will appreciate the role of rational choice and rewards in explaining religious phenomena.

- A. Should religious actors be guided by cost/benefit analyses? References to Becker, Berger, Freud, Tylor, Frazer, Benedict, Malinowski, Kant, Tillich, Radin, Durkheim, Spencer, Lévy-Bruhl, Evans-Pritchard, Geertz, Yerkes, Firth, Otto, James, Radcliff-Brown, and Thomas are examined.
- B. Instructional activities include reading of course text and class discussions.
- C. Primary means of assessment are class discussions and essay exams.

Objective 4: The student will be able to evaluate the linkages between religion and morality.

- A. What is the relationship between monotheism and a lifelong, obedient relationship with the deity? References to Robertson Smith, Durkheim, Malinowski, Tylor, Spencer, Mills, Fortune, Benedict, Douglas, Harnack, Weber, and Smart are

examined.

- B. Instructional activities include reading of course text and class discussions.
- C. Primary means of assessment are class discussions and essay exams.

Objective 5: The student will analyze the relationships between periods of social crises and revelation or messages from God.

- A. References to Wallace, Watt, Underhill, and Bauckham are examined.
- B. Instructional activities include reading of course text and class discussions.
- C. Primary means of assessment are class discussions and essay exams.

Objective 6: The student will apply one's understanding of the relationship between intimate social relationships and conversion to different religious faith traditions.

- A. In what ways may one explain the conversions of people to other faiths, based on religious capital? References to Harnack, MacMullen, Kee, Fox, Bagnall, Galvao-Sobrinho, and Hocking are examined.
- B. Instructional activities include reading of course text and class discussions.
- C. Primary means of assessment are class discussions and essay exams.

Objective 7: The student will be able to discuss the concept of religious economies by illustrating six stable variations in religious demand, as proposed by Stark.

- A. What is the hypothetical distribution of tension across religious niches? References to Tillich, Wesley, Calvin, Unitarian Universalists, Episcopalians, the United Church of Christ, Reform Jews, Lutherans, conservative Jews, Southern Baptists, Seventh-day Adventists, Jehovah's Witnesses, Mormons, Pentecostals, Assemblies of God, Churches of Christ, Amish, Hare Krishnas, and the Hasidim are examined.
- B. Instructional activities include reading of course text and class discussions.
- C. Primary means of assessment are class discussions and essay exams.

Objective 8: The student will be able to illustrate how religious monopolies suffer from chronic dissent and conflict.

- A. How are levels of participation, religious socialization, and the sacralization of society related to religious monopolies? References to New England Puritans, Muslim nations, Buddhist Myanmar, and the medieval churches of Europe are examined.
- B. Instructional activities include reading of course text and class discussions.
- C. Primary means of assessment are class discussions and essay exams.

Objective 9: The student will be able to analyze the distinctions between religious hostility and civility.

- A. How are particularism, polytheism, religious authority, martyrdom, related to religious hostility? Conversely, how are pluralism and civil religion related to religious civility? References to Amenhotep IV (Akhenaten), militant Christianity, Zoroastrianism, the worship of Isis, Domitian, Diocletian, and Unitarianism are examined.
- B. Instructional activities include reading of course text and class discussions.

- C. Primary means of assessment are class discussions and essay exams.

Objective 10: The student will summarize and critique five academic articles relating to the modern study of the sociology of religion.

- A. How are concepts of sacred time, sacred space, religious symbol systems, and religious ritual related to an understanding of modern sociology of religion? References to van Gennep, Durkheim, Mauss, Eliade, primitive religion, archaic religion, historic religion, early modern religion, modern religion, native American sacred sites, and globalization are examined.
- B. Instructional activities include reading of published academic articles.
- C. Primary means of assessment are article summaries and essay exams.

Required Reading and Textbook

Barth, Christine. 2013. "In Illo Tempore, at the Center of the World: Mircea Eliade and Religious Studies' Concepts of Sacred Time and Space." *Historical Social Research* 38(3):59–75.

Bellah, Robert N. 1964. "Religious Evolution." *American Sociological Review* 29(3):358–74.

Harjo, Suzan S. 2013. "Threatened and Damaged: Protecting Sacred Places." *Expedition* 55(3):12–17.

Parvez, Z. F. 2017. "Toward a Global Sociology of Religion." *Teaching Sociology* 45(4):313–23.

Stark, Rodney. 2017. *Why God? Explaining Religious Phenomena*. West Conshohocken, PA: Templeton.

Thomassen, Bjørn. 2016. "The hidden Battle that shaped the history of Sociology: Arnold van Gennep Contra Emile Durkheim." *Journal of Classical Sociology* 16(2):173–95.

COURSE REQUIREMENTS

Class Participation (300 points)

Students are expected to participate in class discussions, indicating an understanding of the reading material and how to apply it. Students are to read assigned material before class. Students earn a point for each of two questions that are posted by the instructor. The student earns 0-2 points on each class day (total of 6 days), which correspond to the following grade:

Points	Grade	Points	Grade
12	300	6	150
11	275	5	125
10	250	4	100
9	225	3	75
8	200	2	50
7	175	1	25

The student answers two questions that are posed by the instructor, under Discussions in Canvas. There will be a separate post from the student for each of the two questions posed by the instructor. The student must post an answer to each of the two questions by Wednesday at 11:59 p.m. The student is not to quote or cite sources. All information is from the course textbook. Extra credit is given for students who comment or reply to other students' posts.

NOTE: Graduate students are allowed one absence from class with resulting deficiencies in class participation points. If the graduate student misses 2 classes, then the final course grade is lowered one letter grade. *For example, Shirley has missed 2 classes without posting discussions. Although her final letter grade is a B, this letter grade will be lowered to a C, because she is only allowed one missed class.* Also, when students (or the instructor) respond in some way to your posts, you are required to read their posts and reply to them in some way that is meaningful. Failure to respond to such posts result in a docking of 1 point per question originally posted by the instructor. For example, if you post an answer to each of the two questions posted by your instructor, you would receive 2 points for that week. However, should a student (or instructor) comment or respond to your post, you are required to respond to that student. Failure to respond to students for one question would result in a point being deducted, and failure to respond to students for the other question would also result in a point being deducted. All replies to others must be submitted by Friday of each week at 11:59 p.m. *The following is an illustration of this point: John posts a reply to the instructor's first question. He then posts a reply to the instructor's second question. Mary comments on his first post, and the instructor asks a question about his second post. John, however, ignores Mary's and the instructor's posts. John therefore has earned 0 points for the week.*

NOTE TO STUDENTS WHO REPLY: When replying to a student who has posted an answer, comment on whether their post appears to be accurate based on assigned reading for that week. A student may misunderstand the instructor's question, or may have failed to provide an accurate answer. This student may benefit from any comments regarding acceptable answers to questions. You may also ask pertinent questions regarding a student's post.

Article Summaries and Critiques (300 points)

Students will read five assigned articles in the Course Calendar, providing a one-page summary and critique of their content. Each summary will have a header with the student's name. The summary will be double-spaced, with some paragraphs. Each summary is submitted by attaching it to an email on Canvas. The due date for each summary is indicated in the Course Calendar. Points are awarded for the number of article summaries submitted, as follows:

# of Summaires	Grade
5	300
4	240

3	180
2	120
1	60

Exams (400 points)

The student will submit two exams, a mid-term and a final. The exams are “take-home” exams in that the student has a few days to answer the questions that are presented. Students type on a Microsoft Word document and submits the exam by attaching it to an email (message in Canvas), sent to the instructor. The student uses the Word document that the instructor provides. This document contains the two questions to answer. The student simply inserts each essay below the respective questions. Each exam is valued at 200 points. Students are encouraged to review their work before submission. The mid-term exam will receive comments from the instructor and will be returned to the student. The following rubric will guide the instructor:

Qualities & Criteria	Poor	Good	Excellent
<p>Content</p> <ul style="list-style-type: none"> • Elements of topics to be addressed • Information is correct • Coherency <p><i>(Weight: 70%)</i></p>	<p>Not objective and poorly addresses the issues. Information is unnecessary or insufficient to discuss the issues.</p> <p>(0-109 pts)</p>	<p>Mostly objective and addresses most of the issues. Information is mostly necessary and sufficient to discuss the issues.</p> <p>(110-131 pts)</p>	<p>Objective and addresses all the issues. Information is necessary and sufficient to discuss the issues.</p> <p>(132-140 pts)</p>
<p>Quality of Writing</p> <ul style="list-style-type: none"> • Clarity • Grammar and English usage • Organization and coherence <p><i>(Weight: 30%)</i></p>	<p>Poorly written and contains flagrant spelling and grammatical errors. Poorly organized, lacks clarity, and is incoherent.</p> <p>(0-40 pts)</p>	<p>Mostly well-written, without egregious spelling or grammatical errors. Organized, clear, and ideas are presented in coherent ways.</p> <p>(41-55 pts)</p>	<p>Well-written, without egregious spelling or grammatical errors. Well organized, clear, and ideas are presented in coherent ways.</p> <p>(56-60 pts)</p>

A few days before each exam (mid-term and final), the instructor will provide students with two exam questions. This practice provides the student with a few days’ worth of preparation and composition.

NOTE: Graduate students are expected to have adequate knowledge of the essentials of grammar, writing style, and essay organization in accordance with writing manuals. If the student does *not* have adequate knowledge in these areas, then the purchase and use of additional books are highly recommended. The University Writing Center is also available to

students. Failure to provide written work in accordance with the essentials of acceptable, English writing style will result in poor grades. Examples of non-standard English usage include, among other things, sentence fragments, run-ons, dangling modifiers, lack of agreement between pronouns and their antecedents or subjects and verbs, bulleted items, slashes, flagrant misuse of punctuation, slang or abbreviated expressions, “etc.” or “*et cetera*,” and excessive use of metaphorical language. In Canvas under Modules, there is a Power Point on “Typical Problems with Essay Exams.” Students should review this Power Point.

How to Submit Exams: Students shall use Times New Roman 12 point, double-spaced. Neither citations nor quotations are expected. Students attach their Word documents to a message in Canvas and sends them to the instructor. Both essay questions are included on the one document.

Academic Integrity Requirement

During the first week of class, the student is to read the section in the syllabus on Academic Integrity and the link provided in that section regarding plagiarism. Students must acknowledge having read the document (in Canvas, under Modules) pertaining to Academic Integrity and send a message in Canvas to the instructor that they understand Academic Integrity and its provisions. **NOTE: Students will not be allowed to continue in the course without notifying the instructor of their comprehension of this material.** Examples of academic dishonesty in this course might be having someone do the student’s work, plagiarizing from internet sites, or plagiarizing from Discussion posts.

Grading Criteria Rubric and Conversion

Grading Matrix

	Points
Exams (2 @ 200)	400
Class Participation	300
Article Summaries & Critiques	300
Academic Integrity Document	-----
Total:	1000

Conversion to Course Letter Grade

Points	%	Grade
900 – 1000	90 – 100	A
800 – 899	80 – 89	B
700 – 799	70 – 79	C
600 – 699	60 – 69	D
0 – 599	0 – 59	F

Posting of Grades

Points for discussion posts (class participation) and article summaries are tallied at the end of the term. Students may ascertain their progress in these two areas by simply reviewing their own submissions. For example, if the student could earn 6 discussion points after the third week of class, having successfully submitted posts to two questions per week, but instead has only submitted posts for two weeks, then that student has earned 4 discussion points. The student has only to review their posts to remember what they have submitted. Similarly, if the student could earn 180 points for article summaries after the due dates, but instead has only submitted 2 article summaries for that period of time, then that student has earned 120 points. At the end of term, the instructor will count the requisite discussion or article summaries points, convert them to a grade, and enter those grades in Canvas for the student to view.

Grading for exams is posted in Canvas in one week after the exam is taken. The instructor will provide comments on the exam, along with the numerical grade for each of the two essays. The comments from the mid-term exam should be read and evaluated by students so that they can improve their skills in taking exams (for example, for the final exam).

Extra credit is awarded to students who comment or ask questions regarding other students' discussion posts. If a student's final grade approaches a higher letter grade, and if that student has submitted posts regarding other students' posts, then the instructor may award that student with the higher letter grade. *For example, Veronica has submitted two discussion posts each week for the entire term. She has responded to other students' questions regarding her posts, but she has also commented on other students' posts herself. Her final, numerical grade is 78, which is a letter grade of C. However, the instructor has recognized Veronica's extra work that was not required, and has awarded her extra credit in the amount of 2 final grade points. The instructor therefore posts a grade of B in Warrior Web.*

Grading Policies

As a rule, make-up work for exams is not offered. *The mid-term exam may be made up with instructor approval; however, in no instance will that make-up be given later than one week from the original exam date. To be considered as a prospect for making up the mid-term exam, the student must contact the instructor within 24 hours of having missed the exam for purposes of making it up.* The final course grade will be posted within a few days of the final exam; therefore, *no incompletes will be awarded for this course.* If students foresee that they will be unable to complete the course, then they should either drop the course or accept the posted grade.

If students foresee that their scores in class participation, article summaries, or exams are unacceptable, they may wish to drop the course. Absences for any reasons, including medical, cannot be used to exempt one from the requirements of the course. For example, students may inform the instructor that they will not or did not attend class(es) for some reason. While the instructor appreciates the information about absences, students should not

expect that they will be afforded leniency or a recalculation of grades based on this information. All students in a class must be treated fairly and equally. If students foresee that they will be unable to earn the grade they desire, then they should either drop the course or accept the posted grade.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Date	Topic	Readings	Assignments Due
Week of 6/6	Course Requirements Academic Integrity Discipline of Religious Studies	Syllabus Academic Integrity document (in Modules in Canvas) and plagiarism readings (in syllabus) Power Points on Religious Studies, Religious Populations, Religion in Istanbul, Levels of Tolerance	2 discussion posts due before midnight on 6/8 Academic Integrity acknowledgement due before midnight on 6/10
Week of 6/13	Introduction Elements of Faith Globalization	Introduction and Ch 1 Article 1: Parvez, Z. F. "Toward a Global Sociology of Religion." (In Canvas, under Modules, read Parvez 2017.)	2 discussion posts due before midnight on 6/15 Article 1 Summary is due by midnight on 6/17 NOTE: Course objectives 1, 2, 3 and 10 are addressed.
Week of 6/20	Monotheism and Morality Religious Experience and Revelation Sacred Time Sacred Space	Chs 2–3 Article 2: Barth, C. "In Illo Tempore, at the Center of the World: Mircea Eliade and Religious Studies' Concepts of Sacred Time and Space." (In Canvas, under Modules, read Barth 2013, pp 59-65.)	2 discussion posts due before midnight on 6/22 Article 2 Summary is due by midnight on 6/24 NOTE: Course objectives 4, 5, and 10 are addressed.
Week of 6/27	Religious Movements Religious Symbol Systems	Ch 4 Article 3: Bellah, R. N. "Religious Evolution." (In Canvas, under Modules, read Bellah 1964.)	2 discussion posts due before midnight on 6/29 Article 3 Summary is due by midnight on 7/1 NOTE: During the week, the mid-term exam questions are sent to students through message feature of Canvas. The exam is also posted under Modules in Canvas. NOTE: Course objectives 6 and 10 are addressed.

Week of 7/4	Mid-term exam		Mid-term exam due by midnight on 7/8
Week of 7/11	Church and Sect Ecclesiastical Influences Van Gennep's Critique of Durkheim	Chs 5–6 Article 4: Thomassen, B. "The Hidden Battle that Shaped the History of Sociology: Arnold van Gennep Contra Emile Durkheim." (In Canvas, under Modules, read Thomassen 2016, pp 173-183.)	NOTE: Comments and exam grades returned to student through message feature of Canvas, along with comments regarding course progress in discussion posts and RCs 2 discussion posts due before midnight on 7/13 Article 4 Summary is due by midnight on 7/15 NOTE: Course objectives 7, 8, and 10 are addressed.
Week of 7/18	Hostility and Civility Native American Sacred Sites	Ch 7 Article 5: Harjo, S. S. "Threatened and Damaged: Protecting Sacred Places." (In Canvas, under Modules, read Harjo 2013.)	2 discussion posts due before midnight on 7/20 Article 5 Summary is due by midnight on 7/22 NOTE: During the week, the final exam questions are sent to students through message feature of Canvas. The exam is also posted under Modules in Canvas. NOTE: Course objectives 9 and 10 are addressed.
Week of 7/25	Final exam		Final exam due by midnight on 7/29

Important University Dates

Click on the following link: [21-22Academic-Calendar.pdf \(tamuct.edu\)](https://tamuct.edu/21-22Academic-Calendar.pdf)

TECHNOLOGY REQUIREMENTS AND SUPPORT

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

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-prod.ec.tamuct.edu:443/samlSso&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 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 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](https://tamuct.instructure.com/courses/717) 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/pregnant-and-parenting-students.html) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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 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. For the Summer 2022 semester, the hours of operation are from 10:00 a.m.-4:00 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 most Saturdays from 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 [WOnline](https://tamuct.mywconline.com/) at [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.

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 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].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

Diversity in the Classroom

Respect for cultural and human biological diversity are core concepts within the social sciences. In this course, each voice in the classroom has value in contributing to class discussion. The student should respect the different experiences, beliefs, and values expressed by one's fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

Classroom Etiquette

Students shall show respect to other students and to the instructor in all communications, whether verbal or in writing (e.g., online). For example, making rude or threatening remarks or gestures, arguing, complaining, and challenging that is not based on readings, rationality, and the course objectives are all violations of classroom etiquette.

Modification of the Syllabus

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to typos or events in the course calendar. If modified, a revised course calendar will be posted on Canvas and will replace the course calendar in the syllabus.

Contact with the Instructor

The student should contact the instructor via the message feature of Canvas about any topic or issue that pertains to the course. If students contact the instructor through the instructor's official TAMUCT email, they must use their own official TAMUCT email. Many personal emails find their way to the junk folder by default.

Announcements

The student is responsible for checking Canvas for ongoing announcements or messages pertaining to the course. For example, if a class is cancelled due to inclement weather, students would benefit from checking messages about the class cancellation and thus be able to alter their travel schedules.