

Texas A&M University-Central Texas
Fall 2023-HIST 5360 Readings in World History:
Revolutions
W 6:00p.m.-9:00p.m., Heritage Hall, Room 202

Instructor and Contact Information

Instructor: Dr. Cadra Peterson McDaniel

Office: Heritage Hall, 204 L

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

Email cadra.mcdaniel@tamuct.edu

Mode of Instruction and Course Access

This course is a face-to-face course, with some information posted on Canvas and with some online discussions occurring 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.

Course Information

Course Description

Readings and discussion of selected topics in the history of regions and countries outside of Europe and the United States. May be repeated for credit when topics vary. This specific section of HIST 5360 examines revolutionary movements both in Europe and outside of Europe from the thirteenth century through the twentieth century. Often European revolutionary movements greatly influenced non-European countries and non-European revolutionary leaders; thus, readings on Europe are included in this course.

Overall Course Objective

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

Specific Course Objectives (Student Learning Outcomes)

After successfully completing the course, students will be able to

1. Examine the varied meanings of the term *revolution*
2. Analyze the reasons for the development of major revolutions
3. Investigate the effect and the appeal of Western revolutionary ideas in the non-Western World and investigate the effect and the appeal of non-Western revolutionary ideas within the Western World.
4. Construct an original work that investigates scholars’ varying approaches to a specific topic

Required Books in the Order of Assignments

Malia, Martin. *History’s Locomotives: Revolutions and the Making of the Modern World*. Edited and with a Foreword by Terence Emmons. New Haven: Yale UP, 2006.
ISBN: 9780300126907.

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

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

McFarlane, Anthony. *War and Independence in Spanish America*. New York: Routledge, 2014. ISBN: 978-1857287837.

Moazami, Behrooz. *State, Religion, and Revolution in Iran, 1796 to the Present*. New York: Palgrave Macmillan, 2013. ISBN: 978-1349459575.

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

Gotkowitz, Laura. *A Revolution for Our Rights: Indigenous Struggles for Land and Justice in Bolivia, 1880–1952*. Durham, NC: Duke UP, 2007. ISBN 978 0822340676.

Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. Durham, NC: Duke UP, 1999. ISBN: 9780822323488.

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

Jennings, Eric T. *Vichy in the Tropics: Pétain's National Revolution in Madagascar, Guadeloupe, and Indochina, 1940-44*. Stanford: Stanford UP, 2001. ISBN: 978-0804750479.

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

Ho, Denise Y. *Curating Revolution: Politics on Display in Mao's China*. Cambridge, UK: Cambridge UP, 2018. ISBN: 978-1108406147.

Clark, Nancy L. and William H. Worger. *South Africa: The Rise and Fall of Apartheid*. Fourth edition. London: Routledge, 2022. ISBN: 978-0367551001.

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, all 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, and each review must be submitted via Canvas.**

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 should feel free 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.

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

Leading Discussion Individually

Throughout the semester, students will take turns leading discussion. Students must lead discussion twice, and students will sign up for leading discussion on the first night of class. On the night that the student leads discussion, the student needs to come prepared with a list of twenty to twenty-five (20-25) questions about the reading. Questions should draw on the author's or authors' thesis and major themes of the reading 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 under the heading Leading Discussion 1 or Leading Discussion 2.** 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

Class Discussions

Each week, 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. Students' responses to questions should be based on the reading(s) assigned in class and may include relevant outside factual information that relates specifically to the discussion.

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 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. There is NO recording of class discussions. **When a student is not leading discussion, each week's discussion is worth five (5) points.**

Online Discussion on Revolutionary Movements: November 20 through November 29

From November 20 through November 39, students will participate in an online discussion post regarding leaders' and/or individuals' current efforts to create a revolutionary movement. Students are free to select the topic of their choice, and the topic should be on a contemporary issue or event from 2022-2023. Students will locate two (2) articles on the topic of their choice, and these articles do not need to be scholarly articles and may be from online news sources or other similar publications. If possible, these two (2) articles should present differing viewpoints on the revolutionary movement, so that students are aware of competing interpretations of the revolutionary group's objectives.

On the discussion board, provide the name of each article and a link to each article. Below the article title and link, students should note the revolutionary group's objectives as well as the revolutionary groups' similarities and differences with prior revolutionary groups. This discussion post should be at least four to five (4-5) sentences. Students and the instructor will then read all the articles posted. Students will need to ask two (2) questions to two (2) different classmates and respond to at least two (2) questions asked by classmates or the instructor. Responses should be at least four to five (4-5) sentences. The instructor will participate in this assignment as well.

Criteria for Online Discussion=12 points

Post two (2) articles' links and titles; Examine the revolutionary groups' objectives; Examine the revolutionary group's similarities and differences with prior revolutionary movements =6 points

Ask two (2) questions to two (2) classmates and respond to two (2) classmates' or the instructor's questions=4 points

All posts written clearly with correct grammar and punctuation and free generally of typographical errors and misspellings=2

Online Discussion for November 29 through December 6

During the week of November 29 through December 6, students will participate in an online discussion of that week's book. Each student should contribute four (4) questions throughout the week and respond to at least four (4) questions asked by their classmates and/or the instructor. The instructor also will post four (4) questions and will respond to at least four (4) questions or comments posted by students. Since this is an online discussion post, students' questions and answers should be clear and free of typographical errors. Each response to a question should be at least four (4) sentences in length, so that the answer addresses the question with evidence from the reading. Questions and responses should follow the guidelines outlined in the sections Leading a Discussion Individually and Class Discussions.

Criteria for Online Discussion=10 points

Ask four (4) questions throughout the week that are based on the reading=4 points

Respond to at least four (4) questions with detailed and fact-based answers=4 points

Questions and Responses written clearly with correct grammar and punctuation and free generally of typographical errors and misspellings=2 points

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 seven to eight (7-8) books, and students should use at least four (4) books read in the course. Students may use sources not read in class, but they still must use at least four (4) books read in the course. This theme paper will be six to seven (6-7) 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.

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 six to seven (6-7) 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 this assignment. While the instructor will not read drafts of the paper, the instructor will answer specific questions. The theme paper is due on Wednesday, December 13 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.

Criteria for Theme Paper=100 points

Well-developed thesis=20 points

Incorporate material, which supports the thesis, from seven to eight (7-8) books, four (4) of which were read in class=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 and endnotes=10 points

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

Class Discussion=50 points

Leading Discussion=20 points

Online Discussions=24 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 30: Introduction to Class

September 6: Syllabus Acknowledgement Statement Due and Book Review due for *History's Locomotives: Revolutions and the Making of the Modern World*.

September 13: Book Review due for *1688: The First Modern Revolution*.

September 20: Book Review due for *Liberty or Death: The French Revolution*.

September 27: Book Review due for *War and Independence in Spanish America*.

October 4: Book Review due for *State, Religion, and Revolution in Iran, 1796 to the Present*.

October 11: Book Review due for *1848: Year of Revolution*.

October 18: Book Review due for *A Revolution for Our Rights: Indigenous Struggles for Land and Justice in Bolivia, 1880–1952*.

October 25: Book Review due for *Elementary Aspects of Peasant Insurgency in Colonial India*.

November 1: Book Review due for *Dublin's Great Wars: The First World War, the Easter Rising and the Irish Revolution*.

November 8: Book Review due for *Vichy in the Tropics: Pétain's National Revolution in Madagascar, Guadeloupe, and Indochina, 1940-44*.

November 15: Book Review due for *The Black Book of Communism: Crimes, Terror, and Repression*.

November 20 through November 29: No in person class meeting. Online Discussion Assignment on Contemporary Revolutionary Movements. Completed posts due November 29.

November 29 through December 6: No in person class meeting. Online Discussion and Book Review due for *Curating Revolution: Politics on Display in Mao's China*. Completed posts due December 6.

December 6: Book Review due for *South Africa: The Rise and Fall of Apartheid*.

December 13: Theme Paper Due. No in person 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 also will 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 13.

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
and for the Online Discussion from November 29 through December 6**

For a missed week when the student is leading discussion individually or for an entire week of missed online discussion, the student will need to submit a lengthier review. Make-up work will take the form of a lengthier review of ten to eleven (10-11) pages. This review will count for both the leading discussion 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 Online Discussion-Revolutionary Movements
November 20 through November 29

Should students miss the entire week when they are contributing to the online discussion regarding contemporary revolutionary movements, then students will need to submit a four to five (4-5) page report. This report will analyze the two (2) articles selected by the students and will note the main objectives of the revolutionary movement. Moreover, this report would then analyze the influence of or similarities/differences to prior revolutionary movements.

Criteria for Make-up Online Discussion=12 points each

Introduce clearly the revolutionary movement's objectives=5 points

Evaluate the movement's similarities and differences to prior revolutionary movements=5 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=2 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; to be aware of all add and drop dates for classes; and to be aware of all guidelines in the syllabus as well as 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, and cheating includes the use of any unauthorized materials to complete any assignments. Students are not allowed to use artificial intelligence (AI) or any other automated writing tools when completing assignments for this course. The use of AI or other automated writing tools is 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 for review.

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>

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

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari

browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **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/>] by clicking on the “TAMUCT Online Canvas” tile. You will then log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

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

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 Student Conduct Office. When

in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

ADA Access and Accommodations

Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

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/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 Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

University Writing Center

Located in Warrior Hall 416 and online, 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 face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on 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 [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.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 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) [https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

Success Coaching and Peer Mentoring

Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](#) [<https://www.tamuct.edu/student-affairs/academic-support.html>]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services

We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](#) [<https://www.tamuct.edu/testing-center/>].

Online Proctored Testing

Texas A&M University-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 requires use of the Chrome web browser with their custom plug in installed.

Tutoring and Supplemental Instruction Services

Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](#) [<https://www.tamuct.edu/student-affairs/academic-support.html#tutoring>] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

For more information regarding the [student conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a referral](#), [<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

Covid Information

For updates on COVID information, please monitor the University [website](#) [<https://www.tamuct.edu/covid19/>]

Pregnant and/or Parenting Students Rights and Accommodations

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 Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the

pregnancy as possible through the [Pregnancy & Parenting webpage](#)

[<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. 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](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>]. Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](#) [<https://www.tamuct.edu/compliance/titleix.html>]. Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and

defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach. If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](https://www.tamuct.edu/student-affairs/student-counseling.html), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

OTHER 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](https://cm.maxient.com/reporting.php?TAMUCentralTexas) online [https://cm.maxient.com/reporting.php?TAMUCentralTexas]. 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.