



ANTH 3322 Archaeology of Warfare & Violence

Class Location: Online

Spring 2023-16 weeks

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Christine Jones, PhD

Office: HH 204C

Contact me via Canvas message or email: Bioarchjones@tamuct.edu

Office hours: By webex or phone appointment. Email me to set up a virtual meeting!

Student-instructor interaction

During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me than Canvas message. If you have questions or concerns about the class and need to talk about them, please email me to request a webex or phone appointment.

Mode of instruction and course access

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. Since this is an online class, most communication between the instructor and students will be electronic in nature; however, all students are welcome and encouraged to attend office hours or make an appointment for an office visit.

COURSE CATALOG DESCRIPTION

This course is a broad survey of the complex history of warfare in different time periods and world regions through the study of the archaeological record. Students will explore the development of warfare in preindustrial societies in both the old world and the new world. This course will review the current state of warfare research in archaeology with a special emphasis on the bioarchaeology of conflict as evidenced in patterns of trauma and violence on the human skeleton.

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 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>] *Please let the support technician know you are an A&M-Central Texas student.*

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

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

Writing Instructive

This is a Writing Instructive (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills through a range of several different writing assignments. Since learning to revise your writing is fundamental to improving your writing skills, I will provide detailed feedback for each assignment that will include specific strategies for you to improve your writing. For this course, you will work on weekly critical note-taking assignments which will allow you to review readings and analyze them critically, two class papers, and regular reflection assignments where you will reflect on instructor feedback and your progress on writing assignments in the class.

Course Objectives:

Students will:

- 1) Understand an overview of the development of warfare through human prehistory as evidenced by the archaeological record.
- 2) Analyze the importance of studying trauma patterns on the skeleton in the archaeological study of warfare.
- 3) Analyze the myth of a peaceful past and the fact that war played a greater role in human prehistory than previously thought.
- 4) Understand why some societies fight endemic wars while others do not and how frequent warfare affects the basic choices people make about their lives.
- 5) Evaluate scientific publications on the topic of warfare and violence within the discipline of anthropology.

REQUIRED TEXTBOOKS:

- Redfern, R. 2017. Injury and Trauma in Bioarchaeology. Cambridge University Press. ISBN 9780521115735
- Martin et al. 2012. The Bioarchaeology of Violence. University Press Florida. ISBN 9780813049502

COURSE REQUIREMENTS

1. **Reading assignments:** Readings from the textbooks are listed in the course calendar below. It is best to read the chapters just before the class under which they are listed. It is expected that students have completed the assigned reading for every class. **There will be additional readings available in our E-reserves course folder.**

- To access e-reserves use this direct link:
https://tamuct.libguides.com/er.php?course_id=94406
- OR go to the TAMUCT library home page. <http://tamuct.libguides.com/index>. Under the heading "Library Information," click link to E-Reserves. Use the search box to locate our course either using your instructor's name (Jones) or the course number (type "ANTH 3322"). The readings will be listed in folders by week.

The e-reserves password is "love" all lowercase

2. **Term papers (400 pts).** Students will submit two term paper assignments, a Midterm paper and Final paper (200 points each). Due dates for each paper are posted in the course schedule below. **Term papers will be linked to course objectives 1-4.**
 - **How term papers work in this class:** The instructor will provide students with 2 essay questions per term paper, usually 1-2 weeks before it is due. Students work alone on drafting their answers. Students submit their term paper as a word document by the posted deadline using the Canvas submission link. **No emailed copies of papers will be accepted.**
 - **Term paper general guidelines:**
 - FORMAT
 - No cover page, just include your name, date, class name, and exam type (midterm, final) in the top header.
 - There is no specific length requirement for term papers, but students must answer all of the questions completely using examples from their readings. As a general guideline, adequate papers are no more than 2 pages single spaced/4 pages double spaced. Longer papers aren't better if the student has not really answered the questions.
 - Please use APA referencing style. If you are worried about references/citations/format, please email me and I can help you! Or you can make an appt at the University Writing Center.
 - Include a separate references page. Your only references should be assigned course materials. You should NOT be using outside readings for the term papers.
 - CONTENT
 - All readings assigned in the time period before a paper is due should be read and considered "fair game" to be used in a term papers.
 - If a particular reading is suggested by the instructor as necessary for a term paper, either in a lecture or in the paper question itself, a student will lose points if they do not cite the reading in their paper.

- Students can email the instructor at any time to ask whether or not a specific reading should be included in (or excluded from) their paper.
- Students must cite after every sentence which is not common knowledge using (Author, date) format.
 - For direct quotations, also include the page number in your citation, although you should limit direct quotations to no more than one per answer.
- COLLABORATION
 - Students must submit their own work for their term papers and should not work together or collaborate on the written work that they submit for their papers.
- **Feedback on term papers:** You will receive detailed content-related feedback on term papers. As per the rubric below, you will not only receive feedback on your grammar and style, but also on the ideas and arguments in your paper. Students are able to incorporate feedback on the midterm paper to improve their final paper.

TERM PAPER RUBRIC

Qualities & Criteria	Poor	Good	Excellent
Content <ul style="list-style-type: none"> • Elements of topics to be addressed • Information is correct • Coherency (Weight: 70%)	Not objective and poorly addresses the issues. Information is unnecessary or insufficient to discuss the issues. (0-109 pts)	Mostly objective and addresses most of the issues. Information is mostly necessary and sufficient to discuss the issues. (110-131 pts)	Objective and addresses all the issues. Information is necessary and sufficient to discuss the issues. (132-140 pts)
Quality of Writing <ul style="list-style-type: none"> • Clarity • Grammar and English usage • Organization and coherence (Weight: 30%)	Poorly written and contains many spelling and grammatical errors. Poorly organized, lacks clarity, and is incoherent. (0-40 pts)	Mostly well-written, with few spelling or grammatical errors. Organized, clear, and ideas are mostly presented in coherent ways. (41-55 pts)	Well-written, with almost no spelling or grammatical errors. Well organized, clear, and ideas are presented in coherent ways. (56-60 ts)

3. Critical note-taking (300 pts) Every FRIDAY by 11:59pm students will submit one page of notes (a structured summary similar to an annotated bibliography) using the specific guidelines (a video will review these guidelines) posted in the Canvas assignments module and posted on e-reserves.
- Part of this assignment includes first constructing an outline with the categories necessary for each part of your summary as listed in the guidelines above. Only one reading will be used for each note-taking assignment each week. Those readings have already been selected by the instructor and are listed in the course schedule. Students will submit their notes/summaries using the numbered assignment links on Canvas (Notes1, Notes2, etc) by the due date. Critical note-taking assignments are tied to course objectives 1, 2, and 5.
 - Grading of notes:** Notes 1 through 5, submitted before the midterm, will be graded on the basis of **completion**, where the instructor will provide detailed feedback during grading for the student to learn how to master critical note-taking and the writing of summaries in a structured style similar to an annotated bibliography. For N1-N5, students will earn full credit if all parts of the assignment were completed and submitted on time. Notes 6 through 10, submitted after the final, are graded on **mastery**. This means the instructor expects that students have learned and applied their feedback from notes 1 through 5 and are submitting work that demonstrates they have mastered the skill of taking critical notes and writing structured summaries based on the provided guidelines.
4. **Feedback reflections (300 points).** Students will receive detailed, content-related instructor feedback on all critical note taking assignments and on the papers. On Fridays by 11:59pm students will submit weekly feedback reflections. These reflections cover a previous assignment (listed in the schedule and in the prompt) and should be approximately half a page to one page. Students will summarize the feedback provided by the instructor in their own words and reflect on how they are incorporating feedback in each assignment. I will post a video to explain the feedback reflection assignments and to give examples of how students can write about and reflect on the feedback they received. Students will complete reflections for 11 notes assignments and for the midterm paper. I will grade feedback reflections on the basis of completion.

Coursework	Points
Notes assignments (12@ 25)	300
Feedback reflections (12@ 25)	300
Papers(2 @ 200)	400
Total:	1000

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

Grade posting: All grades will be posted online; it takes about 1 week for the instructor to grade student work. Be assured that she is grading classwork as fast as she possibly can.

COURSE SCHEDULE (Lecture topics listed by week)

Redfern=Injury and Trauma in Bioarchaeology, **Martin**=Bioarchaeology of violence, **Notes0, Notes1, N2**, etc. refers to critical note taking assignment due each week.

Reflection 1 (on Notes 1) refers to feedback reflection assignments & in this example means the reflection will cover the feedback given on Notes 1.

Week 1: Understanding Violence in the Past I (Week of Jan 17)

E-reserves “Chatfield’s Critical Thinking. Ch. 6 pg 136 through 144 only” AND E-reserves “Martin and Harrod (2015) Bioarchaeological contributions to the study of violence”

Notes0 (practice): Redfern Ch. 2 section 2.1 only (pages 3-8) due Jan 20

Week 2: Understanding Violence in the Past II (Week of Jan 23)

Watch/listen to any online lecture videos in the module

Readings: Redfern Ch. 1 & 2 and E-reserves “Emergence of Human Warfare”

Notes1: Martin Ch. 1 due Jan 27

Week 3: Violent behavior in humans & human society: Cultural differences (Week of Jan 30)

Watch/listen to any online lecture videos in the module

Readings: Martin Ch. 2, Redfern Ch. 3 up to page 37, E-reserves “Kranioti et al. 2019. Violence 30,000 years ago”

Notes2: E-reserves “Violence in the Roman World” due Feb 3

Week 4: Violent behavior in humans & human society: Frameworks of Violence (Week of Feb 6)

Watch/listen to any online lecture videos in the module

Readings: E-reserves “Martin and Harrod (2015) Bioarchaeological contributions to the study of violence”, E-reserves “Violence in the Roman World”, Redfern Ch. 3 pg 37 to 50

Notes3: Martin Ch. 4 and Reflection 1 (on Notes 1) due Feb 10

Week 5: Violent behavior in humans and human society: Ritual Violence (Week of Feb 13)

Watch/listen to any online lecture videos in the module

Readings: Redfern Ch. 3 pg 51 to end of Ch, Martin Ch. 3 and 10

Notes4: Martin Ch. 10 and Reflection 2 (on Notes 2) due Feb 17

Week 6: Violent behavior in humans and human society IV: Case studies (Week of Feb 20)

Watch/listen to any online lecture videos in the module

Readings: E-reserves “Mass Graves from the Spanish Civil War” AND E-reserves “Osteological Profile of Trench Warfare”

Notes5: E-reserves “Mass Graves from the Spanish Civil War” and Reflection 3 (on Notes 3) due Feb 24

Week 7: Violent behavior in humans and human society IV: More Case studies (Week of Feb 27)

Watch/listen to any online lecture videos in the module

Readings: E-reserves “The face of war: Trauma analysis of a mass grave from the Battle of Lützen” and E-reserves “Khmer Rouge Regime Massacres”

Notes6: E-reserves “Khmer Rouge Regime Massacres” and Reflection 4 (on Notes 4) due Mar 3

Week 8: Midterm paper (Week of Mar 6)

Submit midterm paper by Sunday March 12 at 1:59pm on Canvas using the link provided

Spring Break Mar 13-Mar 17

Week 9: Environmental Factors and Violence (Week of Mar 20)

Watch/listen to any online lecture videos in the module

Readings: Redfern Ch. 4, Martin Ch 6

Notes7: Martin Ch. 6 and Reflection 5(on Notes 5) due Mar 24

Week 10: Medieval violence (Week of Mar 27)

Watch/listen to any online lecture videos in the module

Readings: Redfern Ch 6 up to page 137, Martin ch 5, E-reserves “Violent Societies and/or Societies without Violence? Injuries and Violence in the Early Middle Ages from a Bioarchaeological Approach” and “Violence in Gaul from Late Antiquity to the Early Mediaeval Period”

Notes8: Martin Ch. 5 and Reflection 6 (on Midterm) due Mar 31

Week 11: Violent happenings: Intentional Injury patterns I (Week of Apr 3)

Watch/listen to any online lecture videos in the module

Readings: Redfern Ch. 6 pgs. 137-149, E-reserves “A Childhood of Violence”

Notes9: Martin Ch. 8 and Reflection 7 (on Notes 7) due Apr 7

Week 12: Violent happenings: Intentional Injury patterns II (Week of Apr 10)

Watch/listen to any online lecture videos in the module

Readings this week: Finish Redfern Ch. 6; E-reserves “Only the Men will do: Gender in Andean Mass death”

Notes10: E-reserves “Only the Men will do: Gender in Andean Mass death” and Reflection 8 (on Notes 8) due Apr 14

Week 13: Violent happenings: Intentional Injury patterns III (Week of Apr 17)

Watch/listen to any online lecture videos in the module

Readings: Martin Ch. 8 and 9

Notes11: Martin Ch. 9 and Reflection 9 (on Notes 9) due Apr 21

Week 14: Living with the consequences of injury I (Week of Apr 24)

Watch/listen to any online lecture videos in the module

Readings: Redfern Chapter 7

No Notes due but Reflection 10 (on Notes 10) due Apr 28

Week 15: Living with the consequences of injury II (Week of May 1)

Watch/listen to any online lecture videos in the module

Readings: Redfern Ch 7 continued

Notes12: Please submit a missed notes assignment, or revise and resubmit any past notes assignment of your choice and Reflection 11 (on Notes 11) due 5/5

Week 16: Finals Week (Week of May 8)

Submit final paper week on Canvas by Wednesday May 10 at 11:59pm using the link provided.

Reflection 12 will be a course reflection due by May 12. Please submit a reflection in the usual way but please reflect on your overall experience in this course.

COURSE PROCEDURES AND POLICIES

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 something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your 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 experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

Late Work

Midterm Papers, Notes assignments, and Feedback reflections: If a student needs more time on these assignments, they can email the instructor to request an extension **before the assignment is due**. If the extension is granted the student can submit the assignment at the date specified by the instructor. Midterm papers or assignments submitted after the due date without contacting the instructor to request an extension will not be accepted. Late final papers will not be accepted. Assignment submitted late without an extension will not be accepted.

Academic dishonesty

Academic dishonesty will not be tolerated. Any student caught plagiarizing will receive a 0 (zero) for that assignment and may be referred to the university for further discipline. A second incident of plagiarism or other form of academic dishonesty will result in a failing grade for the course and a referral to the university for further discipline.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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]

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].

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?PartnerIdId=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.

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) [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 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 [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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](#) 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.

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