



**EAST TEXAS A&M**  
UNIVERSITY

**HIST 520.01E and 1SE (23320, 23321)**  
**WORLD HISTORY SEMINAR**  
**COURSE SYLLABUS: Spring 2026**

Professor: Dr. Cynthia Ross  
Class Time: Wednesday 7:20pm – 10:00pm  
Class Location: SS 309  
Office Location: Ferguson 104  
Office Hours: Tuesday 2:30pm to 4:00pm,  
Thursday 1:00pm to 3:00pm  
and by appointment  
Email Address: [cynthia.ross@etamu.edu](mailto:cynthia.ross@etamu.edu)  
Preferred Form of Communication: **Email**  
Communication Response Time: Within 24 hours, excluding weekends

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Additional Readings:**

Note: All readings are required and will be discussed in class.

Research & Writing Guides

Zachary M. Schrag, *The Princeton Guide to Historical Research*. Publisher: Princeton University Press, 2021. Paperback ISBN-13: 9780691198224. Paperback, ebook, audiobook.

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, Ninth Edition: Chicago Style for Students and Researchers. Publisher: University of Chicago Press, 2018. Trade paperback ISBN-13: 9780226430577. Hardcover, paperback

World History Field Overview

Ross E. Dunn, Laura J. Mitchell, and Kerry Ward, eds., *The New World History: A Field Guide for Teachers and Researchers*. Publisher: University of California Press, 2016. Paperback ISBN-13: 9780520289895. Paperback, ebook.

#### War and Society

Stephen Morillo, *War and Conflict in the Middle Ages: A Global Perspective*. Publisher: Polity, 2022. Paperback ISBN-13: 9781509529780. Paperback, ebook.

#### Food History

Rachel Laudan, *Cuisine and Empire: Cooking in World History*. Publisher: University of California Press, 2013 (pb reprint). Paperback ISBN-13: 9780520286313. Paperback, ebook.

#### Pacific World

Matt K. Matsuda, *Pacific Worlds: A History of Seas, Peoples, and Cultures*. Publisher: Cambridge University Press, 2012. Paperback ISBN-13: 9780521715669. Paperback, ebook.

#### Environmental History

John F. Richards, *The Unending Frontier: An Environmental History of the Early Modern World*. Publisher: University of California Press, 2003 (hb), 2006 (pb). Paperback ISBN-13: 9780520246782. Paperback, ebook.

*Any additional readings will be posted in D2L.*

#### *Suggested Academic Journals:*

All of these journals should be either open access or accessible through the university proxy server by logging in through the Waters Library website.

[World History Connected](#), [H-Net Reviews](#), [Middle Ground Journal](#), [Journal of Global South Studies](#), [The Journal of Pacific History](#), [Asia Pacific Perspectives](#), [Agricultural History](#), [American Historical Review](#), [Britain and the World](#), [Environmental History](#), [Gastronomica](#), [Global Environment](#), [Global Food History](#), [International Journal of Military History](#), [Journal of Global History](#), [The Journal of Military History](#), [Journal of War and Culture Studies](#), [Journal of World History](#), [Pacific Historical Review](#), [Terrae Incognitae](#), [War and Society](#)

#### **Course Description:**

This course provides a focused and thorough analysis of a topic in World or Comparative History through reading and discussing the relevant historiography, and through guided student research. Topic will vary from semester to semester. Students may retake the course for credit as the topic changes.

**Student Learning Outcome:**

Students will be able to create a research paper on one of the main fields covered in the course.

<b>COURSE REQUIREMENTS</b>
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**Instructional / Methods / Activities Assessments:**

The reading assignments and class sessions are listed for each week. I expect you to complete your readings and any assignments prior to class on Wednesday and be prepared to discuss or address specific issues. All writing assignments will be submitted through D2L. Be sure to familiarize yourself with the application before any assignments are due.

**Assignments:**

Zotero Assignment	50 points
Book Reflection Papers (4 @ 50 points each)	200 points
Research Paper (preliminaries and final paper)	200 points
Peer Review (copyedits, peer review form)	100 points
Engagement (attendance, discussion, journal sweep, presentation)	450 points

TOTAL: 1000 points

Semester Grades: A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: 59% and below.

The general grading criteria for all written assignments in this class is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

F = Even worse than above; completely off topic; no work submission

### **Zotero Assignment:**

Simply put, Zotero will save your academic life. This is a free reference manager that integrates seamlessly with Windows, macOS, Linux, Google Chrome, Firefox, Safari, Edge, digital library searches, Microsoft Word and other word processors. You can access it here: <https://www.zotero.org/> I recommend the stand alone version. Learning how to use Zotero now will make the rest of your graduate courses that much easier. It does Turabian for you! For this activity you will watch a video tutorial I created in the Hist 500 Orientation course shell, we will discuss it in class, you will download the app, learn how to use it, and upload a 1-page document using Zotero to enter footnoted (full note, not author-date) citations of several different types of sources, and create a bibliography page. You will learn how to use the browser connector to automatically download references into Zotero and how to manually enter them. The writing sample you create should have references that include:

1. a single author book
2. a multiple author book
3. a journal article
4. a web page
5. a primary source

Note, you do not need to have a detailed analysis of these sources and the document can be about anything – history, knitting, your favorite food, baseball, or Superman. This assignment is more about using Zotero to create the footnoted citations and bibliography. After completing this assignment, you will have a valuable tool for the rest of your university and professional life!

### **Book Reflection Papers:**

All students are expected to read *The Princeton Guide to Historical Research* and the field specific books assigned in this class in their entirety rather than skimming. Reflection papers assigned for the field specific books will allow students the opportunity to consider the fundamental arguments of the text, how it fits into historiography, the types of evidence used, the ways it illustrates the interconnectedness of world history, and the ways in which it corresponds to the elements discussed in *The Princeton Guide*. Please note, these are not formal book reviews and actually should contain far more information. This is a chance to summarize, evaluate, and reflect on published secondary works within the larger historiographical context of world history. Book Reflection Papers are due in D2L on the day indicated in the schedule. Each reflection paper should be 2500 words, +/- 10%.

Template:

Required sections (with headings):

1. Argument in 6 sentences (no more, no less)
2. Historiographical placement (who is the book arguing with / building on?)
3. Method & evidence (what kinds of sources and why they matter)
4. Interconnectedness (how it works as world history)
5. Schrag connection (1–2 specific concepts from *Princeton Guide*)
6. Teaching / research translation (choose one):
  - Teaching focus: a one-page “How I’d teach this” mini-plan
  - Research focus: a one-page “How I might build a research project from this”

### **Research Paper**

Students will write a 20-25 page research paper that uses primary and secondary sources to explore a topic in one of the four fields covered in the class that exemplifies the interconnectedness of world history – war and society, environmental history, food history, or Pacific world. Combining fields is acceptable.

This paper will include scaffolded steps throughout the semester designed to aid the student in completing a large project and offering preparation for future thesis work. Substantial class time will be devoted to discussing the paper and its requirements including using digital collections of primary sources, developing a research question, drafting a proposal, how to construct an annotated bibliography, developing a paper outline, writing the first draft, the peer review process, and completing the final draft. Students should strive to produce a paper that could be submitted to one of the journals indicated in the syllabus (submission is not required to complete the assignment).

**Proposal:** 500–700 words

**Annotated bibliography:** 12–15 sources; 150–200 words per annotation for secondary; 2–3 lines for each primary source set

**Outline:** full sentence outline and paragraph purpose statements

**Rough draft:** 12–15 pages (so the final isn’t written from scratch after peer review)

**Final:** 20–25 pages

Please note, this is a research paper, not a historiography paper. That said, the paper will contain historiography to situate the research within the larger context of the field and show the audience that the student has a good grasp of the work already produced on the topic. Therefore, the paper will contain both primary and secondary sources. What is historiography? Historiography is the study of how historical

interpretations have changed over time. For example, think about how the American Civil War might have been interpreted by historians in the first couple of decades after Reconstruction; then again after the spread of segregation out of the south in the 1910s; after the Double V campaign during World War II; later, in the wake of the Civil Rights movement; and perhaps even as it is changing now during Black Lives Matter. In another case, consider how Cold War historians thought about their topic a few years after the fall of the Berlin Wall, as democracy seemed to be within reach, and then post-2000, with the rise of a once again authoritarian Russia.

Ultimately, the work of historians intersects with changes in the discipline, the times they are living in, and the world around them. Historiography is also about the dialog between historians. In effect, all the historical works on a given topic are in a conversation with each other, challenging or supporting theories, refuting or supporting evidence, arriving at different or similar conclusions. Each of the field specific books in the course, for example, fit into the historiography of a particular topic.

This paper will require going to the library (physically or electronically), requesting secondary sources through Inter Library Loan, or obtaining them in the method of choice, identifying and using digital or physical archives for primary sources, a significant amount of careful reading, note taking, and writing annotated bibs before even beginning the paper. Remember, this is a paper of original research. You must have primary resources. Start this project early.

Turabian full note/bibliography style must be used for the footnotes and bibliography. Do not use parenthetical notes. Remember that all information taken from another source must be cited, whether or not it is quoted. Failure to cite constitutes plagiarism. Exact quotations must be brief. Do not use any exact quotes longer than two lines unless a block quote is absolutely key to the central argument of the paper. The paper must use one-inch margins, a 12-point font, and be double-spaced. The pages must be numbered, except the cover page. Page numbers must be on the bottom of the page.

The paper must be submitted in a single .doc or .docx (MS Word) file through D2L. Failure to submit in the proper file format may result in a failing grade.

The bibliography must consist of primary sources, peer-reviewed articles and scholarly books.

Late papers will be accepted only in very unusual cases. Requests for extensions will be considered, if made by email prior to the due date.

A = Follows all instructions; follows the format; accurate; insightful; well-organized paragraphs; generally correct mechanics.

B = Follows all instructions; follows the format; few errors regarding accuracy; well-expressed; some organizational weaknesses; generally correct mechanics.

C = Follows all instructions; some mistakes in following format; few errors regarding accuracy; some organizational weaknesses; some errors in mechanics.

D = Does not follow all instructions; several errors in regard to format; or is weak regarding accuracy, organization, or mechanics.

F = Does not follow all instructions; several errors in regard to format; not required length; errors in accuracy; poor organization; several errors in mechanics; quotes or paraphrases

## **Peer Review**

Students will be assigned one paper of their cohort to review. The process will be double blind, as is common in academic journals. This means, the author and reviewer are kept anonymous to each other. Peer reviewers should use Track Changes mode in Word and use the comment function along with writing out any additional or overall comments on a separate page at the end. The purpose of the peer review is to provide constructive feedback focused on specific suggestions for improvement. Describe the ways in which you, as a reader, found the paper successful and the ways in which it did not seem to work. Your goal is to help the writer revise.

Please note: if your paper has not been submitted by the time papers are assigned for peer reviews, you will not be assigned any papers to review and will earn a zero for this assignment.

### **Required:**

10 Track Changes comments minimum

5 “global” comments (argument, structure, sources, historiography, voice)

1 “revise plan” paragraph: what to do first, second, third

## **Research Paper Revision and Final Submission**

Students must revise their research paper based on any of the professor’s comments and the peer review. Please note that revision does not merely mean editing: global revisions may require substantial re-writing. Grades will be based on the initial paper, thoroughness of the revisions, degree that the comments were read and understood, and the final paper submission. Papers that are not research focused cannot receive a grade higher than a D.

## **Participation**

You should come to class prepared to discuss the reading. Have your book with you. Have reading notes in whatever form you take them. You are encouraged to ask questions and it is helpful to prepare them ahead of time. Unprepared attendance may be treated as an absence.

Students are expected to create and sustain an open intellectual classroom environment, which fosters discussion - you should listen to each other's comments and questions with an open mind and respect viewpoints other than your own. Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong."

Your participation grade will be based on the following criteria:

A = Student is always prepared; makes frequent voluntary contributions to classroom discussion

B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on

C = Student is usually prepared but rarely voluntarily speaks

D = Student is generally unprepared and does not contribute to discussion

F = Student is unprepared and appears disinterested in contributing to discussion

Graduate students should not skip classes. Students are expected to attend every class session; attendance will be taken. Each unexcused absence beyond two (2) instances will result in a 10% reduction in the participation grade; excessive unexcused absences (more than 4) may be cause for a failing grade in this course, at the professor's discretion.

### **Student Responsibilities or Tips for Success in the Course**

Please read the syllabus and adhere to the schedule. Attend class. It is imperative that you complete the assigned readings; the texts will drive classroom discussion, a crucial course requirement. You are responsible for all the material contained in the readings; if you do not read them, you will have a difficult semester. Professional and polite interactions with everyone in the class is expected.

### **GRADING**

Final grades in this course will be based on the following scale:

900-1000 = A

800-899 = B

700-799 = C

600-699 = D

599 or less = F

THIS COURSE USES A POINT-BASED SYSTEM

## COURSE OUTLINE / CALENDAR

*I reserve the right to modify the class schedule and readings if necessary but will give students ample notice, verbally and in writing.*

**Note:** In this class, students are expected to read all books in their entirety with the exception of Turabian.

### Jan 14 — Week 1: Welcome to the Seminar (and to Your New Academic Personality)

**Reading:** Syllabus; familiarize yourself with the books; check out Hist 500 Orientation shell in D2L and the course space. Zotero Intro and Workshop.

**In-class focus:** seminar norms; the “four fields”; Zotero demo.

**Assignment:** Begin Zotero assignment (due Week 3)

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### Jan 21 — Week 2: What Is World History, Anyway? (And Who Let It Be This Big?)

**Reading:**

Turabian, Chapter 1

Schrag, Introduction, Chapter 1, and Chapter 2

Dunn, Mitchell, and Ward, Introduction and Chapter 1 (1-90)

**In-class focus:** defining the field; what “world history method” looks like; citation as ethics.

**Due in D2L:** *(Nothing due — but come with a short list of 3 possible research areas.)*

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### Jan 28 — Week 3: The Fundamentals of World History (Toolbox Day)

**Reading:** Dunn, Mitchell, and Ward, Chapter 2 and Chapter 3 (91-211)

**In-class focus:** key approaches; framing questions; “interconnectedness” as a test.

**Due in D2L: Zotero Assignment (50 pts)**

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**Feb 4 — Week 4: Historical Research 101 (or: How to Stop Drowning in Sources)**

**Reading:**

Turabian, Chapter 2

Schrag, Chapter 3 and Chapter 4

Dunn, Mitchell, and Ward, Chapter 4 and Chapter 5 (215-330)

Morillo, Preface, Introduction (Three Battles, Questions and Methods)

**In-class focus:** research design; how to read like a grad student (without misery).

**Due in D2L:** *(Nothing due — but bring a shortlist of 2–3 possible paper topics.)*

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**Feb 11 — Week 5: Sources and Structure (The Skeleton Keys of the Historian)**

**Reading:**

Turabian, Chapter 3 and Chapter 4

Schrag, All of Part III on Sources (Chapters 5 through 10)

Dunn, Mitchell, and Ward, Chapter 6 (331-356)

Morillo, All of Part I (Chapters 3 and 4)

**In-class focus:** archives, primary sources, “where do you even find things?”

**Due in D2L: Research Paper Topic and Field Choice (war/food/pacific/environment), 2 primary-source leads**

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**Feb 18 — Week 6: War and Society; World History Debates (Respectfully Choosing Violence... as a Topic)**

**Reading:**

Turabian, Chapter 5

Morillo, All of Part II (Chapters 5 through 7), and Chapter 8

Dunn, Mitchell, and Ward, Chapter 7 (357-420)

**In-class focus:** war as system; debate formats; moving from theme to question.

**Due in D2L: Draft research question (1–2 paragraphs)**

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**Feb 25 — Week 7: Interdisciplinary Research (Or: Permission to Be Interesting)**

**Reading:**

Turabian, Chapter 6

Schrag, All of Part IV (Chapters 11 through 13)

Dunn, Mitchell, and Ward, Chapter 8 (421-474)

Laudan, Introduction through Chapter 4

**In-class focus:** crossing fields; building a viable proposal; what “scope” means.

**Due in D2L:**

**Book Paper #1 on Morillo (50 pts)**

**Draft research proposal (checkpoint)**

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## Mar 4 — Week 8: Storytelling and Food in World History (The Seminar Gets Delicious)

### Reading:

Schrag, Chapter 14

Laudan, Chapter 4 through Chapter 8

**In-class focus:** narrative, causality, systems; food as empire.

**Due in D2L: Draft bibliography (primary/secondary divided) and annotated secondary sources**

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## Mar 11 — SPRING BREAK (No Class)

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## Mar 18 — Week 9: The Dreaded First Draft (You Can Do Hard Things)

### Reading:

Turabian, Chapter 7; Chapter 8 (optional—based on research question); Chapters 9 and 10

Schrag, Chapter 15

Dunn, Mitchell, and Ward, Chapter 9 (475-532)

**In-class focus:** drafting strategies; paragraph architecture; writing plans.

**Due in D2L: Book Paper #2 on Laudan (50 pts)**

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## Mar 25 — Week 10: Pacific History as World History (Oceans Are Not Empty Space)

### Reading:

Matsuda, Introduction through Chapter 11

Dunn, Mitchell, and Ward, Chapter 10 (533-612)

**In-class focus:** oceanic methods; mobility; empire and culture at sea.

**Due in D2L: Research paper outline and begin first draft**

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**Apr 1 — Week 11: Pacific Worlds (Finishing the Voyage)**

**Reading:** Matsuda, Chapter 12 through Afterword

**In-class focus:** connecting Pacific frameworks to your own project.

**Due in D2L: 3–5 pages of draft writing**

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**Apr 8 — Week 12: Global Environmental History (The Planet Joins the Seminar)**

**Reading:** Richards, Introduction through Chapter 8

**In-class focus:** environmental history methods; causality; scale; evidence.

**Due in D2L: Book Paper #3 on Matsuda (50 pts)**

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**Apr 15 — Week 13: Environmental History as World History (And How to Cite It Correctly)**

**Reading:**

Turabian, Chapter 11 and Chapter 12, Chapter 14

Richards, Chapter 9 through Conclusion

**In-class focus:** revision strategies; integrating historiography without derailing argument.

**Due in D2L: First draft due to Dr. Ross for initial comments (rough draft milestone)**

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**Apr 22 — Week 14: Publishing, Peer Review, and the Mythical “Submit” Button**

**Reading:** Schrag, Chapter 16

**In-class focus:** how peer review works; how to survive it; how to use it.

**Due in D2L:**

**Book Paper #4 on Richards (50 pts)**

**Revised first draft due for distribution to peer reviewers**

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**Apr 29 — Week 15: Wrap-Up and Journal Arcade (Show-and-Tell for Adults)**

**Reading:** Journal Sweep: Select an article from one of the academic journals listed at the beginning of the syllabus, share it, read it, and briefly summarize it in class.

**In-class focus:** short presentations of journal finds; “so what?” discussion; revision game plan.

**Due in D2L: Peer review forms and copyedits returned for distribution to authors**

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**May 6 — Finals Week: Presentations and The Big Finish**

**In-class focus:** presentations

**Due in D2L: Final Draft of Research Paper (20–25 pages)**

## **D2L TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

### **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, an ETAMU loaner laptop, etc.

### **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your professor.

#### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

**Interaction with Instructor Statement:**

Students are encouraged to email the professor with questions, concerns, or comments. Students must provide a valid return email address for replies. Unless otherwise announced, students can expect replies within 24 hours during the week. Response times may be longer on the weekends.

When sending an email always do the following:

1) Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail.

2) Include your class and section (or class time). I need to know exactly which of my courses you are in. This course is Hist 306.01E.

3) Use clear, formal English in your emails. Before sending ask yourself, "Would I send this email to my boss?" If not, revise it for professionalism.

3) End the email with your first and last name, that is "sign" your message. I need to know who you are. If you go by a name that is different than the roster, please let me know.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**All writing assignments should be in standard format – Times New Roman, 12-point font, one-inch margins, double-spaced.**

**Standard paragraphs are 6 to 8 sentences; short paragraphs are 4 to 6 sentences.**

**Turabian style with full author-title footnotes and bibliography page is required of all history majors. To make your life easier, use Zotero.**

### **Late Assignments:**

Any work submitted more than three days past the deadline will receive a one letter grade reduction.

### **Extra Credit:**

There is one opportunity for extra credit in this course. Students are encouraged to talk to the instructor early and often if they are having problems in the course.

### **Student Conduct:**

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook)

### **Academic Honesty:**

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab before you turn in the assignment.

If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. Additionally, any incidents of academic dishonesty may be reported to the Office of the Provost by the Professor according to university policy 13.99.99.R0.03 Undergraduate Academic Dishonesty.

### **AI Use in Course**

East Texas A&M University acknowledges that there may be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

**Very limited AI use is allowed in this course. Students may use AI in certain areas of historical research, outlined in a separate document. Students should not use any text generated by AI in any graded assignments. All use of AI must be documented and submitted with the final paper. This applies to this course only (Hist 520.01E and .1SE).**

Students should be aware of the requirements in all their classes and follow their instructors' guidelines. If no instructions are provided the student should assume that the

use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

### **Writing Lab:**

The ETAMU Online Writing Lab is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style, grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

### **Students with Disabilities Information:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Student Disability Resources & Services  
East Texas A&M University  
Waters Library, Room 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### **Nondiscrimination Notice:**

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement:**

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant

to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure s/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**Statement on Student Grievances:**

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky ([Sharon.Kowalsky@tamuc.edu](mailto:Sharon.Kowalsky@tamuc.edu)). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

**East Texas A&M University Supports Students' Mental Health:**

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel).

**Syllabus Change Policy:**

The syllabus is a guide. Circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as soon as possible.