

HIST 3303 - Historical Methods-WIN

Fall 2024 Syllabus, Section 101, CRN 14297

Instructor Information

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Office: AIC 387

Office Hours:

Office Hours: Mondays 3-4pm, Thursdays 2-3pm, and by email appointment

(Please make sure to always make an appointment, even for regular office hours.)

Times and Location

MWF 12pm-12:55pm in Bullock Hall 201

Course Description

This required course is designed to give history majors and minors a grounding in the methodologies that professional historians utilize in their scholarship. Designed to be taken at the beginning of work on the major, the class will consider a number of important topics in the research and writing of history. Emphasis will be given to issues such as how historians find and examine evidence, how they pose questions, and how they reach answers to those questions. This course may not be substituted for any other course without written permission from the department chair.

Prerequisites: HIST 1301 and HIST 1302 or permission of the instructor.

Humanities Department, College of Arts & Sciences

WIN-Designation

This course is designated as a writing-intensive (WIN) course. In this course, writing will not only be the subject of study, but it will also serve as a method of learning. Students will learn how communication in written, oral, and visual forms change according to purpose and genre. Brainstorming, drafting, revising, and peer-workshopping are integrated into the course curriculum and are the required components of this writing-intensive course. The final Research Paper is the designated assignment for WIN assessment.

Additional Course Information

This course is designed to give history majors and minors a grounding in the methodologies that professional historians use in their scholarship. Through weekly academic readings, guest lectures, and in-class discussions/practice activities, this course will improve your understanding and practice of the fundamentals of historical research and writing. While the course will cover a wide array of theoretical and practical topics, emphasis will be placed on issues such as how historians formulate and pose questions, how historians find and examine evidence, and how historians interpret, analyze, and narrate their research findings. Students will be introduced to different approaches and methodologies and will also have a chance to apply the methodological knowledge that they acquire to their own work through a final research project, which they will work on throughout the semester. This paper will be scaffolded in detail to equip students with the different skills and to prepare them for the distinct kinds of writing that are part of the historical writing process. As a writing-intensive course (WIN), HIST 3303 will strongly emphasize the ability to write in a variety of formats. This course is designed for upper-level history majors and is required for the history major; however, it also seeks to equip students with essential analytical and interpretive skills that will be using throughout their lives.

Course Expectations:

Students should **carefully consult the attached University Course Policies** on classroom behavior, copyright restrictions, plagiarism, cheating, students with disabilities, incompletes, and independent study courses.

Attendance is mandatory and will be consequential to your grade. Accordingly, it will be taken during each class session. You should also make sure to **arrive on time**. Excessive tardiness will have similar consequences to non-attendance. If you enter the classroom more than 10 minutes late, **I will ask you to leave and mark you as absent during that class session**.

Cell phone use of any kind is not allowed under any circumstances, and you will be asked to leave the classroom immediately if you are seen using one. You will also be marked as not having attended that class session. Rather than paying attention to non-class related technology, please focus on **taking proper notes** during lectures and discussion sessions.

No late work will be accepted, and a grade penalty will be applied (reduction of a full letter grade for each day, including assignments submitted later than the specified time on the due date). If you need an extension, **you must talk to me in person** by the class before the assignment is due—extensions will not be granted over email.

No make-ups will be given without a written medical excuse or legitimate family emergency.

Only those **students with a written medical excuse will be granted an incomplete**. Students who are unable to meet this requirement should withdraw. Students who discontinue attending class, without formally withdrawing, will receive a failing grade.

The use of AI is not allowed in this class under any circumstances. The first offense will result in an F on the assignment, and a second offense in an F in the course. Additionally, the instructor will immediately report the offense as per university policies. Please keep in mind that **this includes the use of Grammarly**, which by now also uses AI.

The same rules that are stated for AI use are also valid for all other forms of plagiarism and cheating. All offenses will be immediately reported, in addition to the first offense receiving an F on the assignment, and the second offense an F in the course.

If you have any special circumstances, other than those already registered with the Office of Student Counseling and Disability Services, **it is your responsibility to inform the instructor** at the beginning of the semester, or as soon as the said circumstances come into being. These can include personal and family matters, as well as health-related difficulties.

You are always encouraged to **make an appointment to meet with the instructor during office hours**. If those times are not suitable for you, please email the instructor to make alternative arrangements. **Before or after class is not a suitable** time for asking questions or otherwise talking to the instructor.

When you send an email to the instructor during the week, you can **expect an answer within 24 to 48 hours**. The instructor **will not reply to emails sent over the weekend**. Please make sure to not wait until the last moment to email the instructor.

Written work is graded both objectively and subjectively. A well-written and thought-out answer will always earn more points than a simply correct one. This approach also takes into account that different individuals have distinct styles of analysis and writing. Although this is not an English course, **the quality of your writing matters**. Therefore, **you are highly encouraged to seek assistance from the TAMIU Writing Center**.

This syllabus is subject to change. The instructor reserves the right to amend this syllabus as she sees fit.

Student Learning Outcomes

By the end of the course, students will:

- Become familiar with different kinds of historical approaches and methodologies, as well as the different kinds of writing that are part of the historical writing process.
- Learn to analyze, evaluate, and interpret primary sources via a close reading and understanding of the context of the source's production, and to question these sources with the purpose of differentiating between plausible narratives and dubious testimonies. This particular learning goal also encompasses becoming more comfortable with reading cursive and hand-written manuscripts, as well as learning to distinguish between the different kinds of historical documents that are often highly context-specific.
- Be able to read critically, deconstruct and critique secondary source arguments and fictional works, and also to comment on the "historicity" of films or the "reliability" of images.
- Acquire a deeper recognition that there are different perspectives on the past, whether historical, interpretive, or methodological in nature.
- Identify and assess the fundamental theoretical concerns of historical research, and assess and critique the merits of a given historical research method.

- Be able to write clearly, coherently, and succinctly about history. This includes the ability to create a strong thesis statement for an interpretive essay, to use a combination of secondary and primary sources to support their arguments in a research paper, as well as to write in a way that is both analytical and grammatically correct.
- Identify and utilize diverse historical methods for personal research, as evidenced and measured by individually-authored final research papers.

Important Dates

Visit the Academic Calendar (tamiu.edu) (<https://www.tamiu.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Abina and the Important Men: A Graphic History	Trevor R. Getz	
Required	A Pocket Guide to Writing in History, 10th ed.	Mary Lynn Rampolla	
Required	The Methods and Skills of History: A Practical Guide, 4th ed.	Michael J. Salevouris and Conal Furay	

Other Course Materials

All additional readings will be posted on Blackboard.

Grading Criteria

Grading and Assignments:

Attendance, Reading, and Participation - 15%

Regular attendance, active participation, and preparation for class are essential parts of the learning experience. **Attendance alone does not constitute participation.** The participation grade will be based on oral contributions, group work, and attendance at both the classroom and archival levels.

Online quizzes and in-class activities- 15%

You will need to read carefully and consistently all the assigned materials for this class. In order to make sure that you are reading on a regular basis, but also to ascertain your comprehension of different texts, skills and methodologies, you will be expected to submit your answers to quizzes or interpretive questions, in short-answer or paragraph formats, that will be posted on Blackboard.

When assigned, quizzes or interpretive questions will be posted by 5pm on Friday and they must be completed by 12:00pm on Monday.

Book review of *Abina and the Important Men*- 20%

You will need to write a 2-4 page book review on the graphic history *Abina and the Important Men*, following historical writing conventions regarding book reviews and with an emphasis on the use of historical approaches and methodologies, but also including your own interpretation and analysis as presented in a scholarly format.

The book review will be due on Blackboard by 5pm on Sunday, October 20.

Final Research Paper: 45%

Students will need to write a final research paper on a topic that emerges from their archival research and following the detailed instructions they are given. They will also prepare a PPT and present their final paper to their classmates during the last week of classes.

This assignment will be scaffolded as follows:

- **Attendance in an archival info session on September 16, 18 or 20** (according to your assigned group), in addition to **completing at least two full research appointments** at the TAMIU Special Collections and Archives (SPARC) (5%). Students will sign in and sign out before and after each

SPARC visit, and will also need to fill out evaluation forms where they state what they have done and found during their research appointment upon its completion.

- A **proposal and annotated bibliography** will be due on Blackboard **by 5pm on Sunday, September 29** (5%)
- A **revised proposal and annotated bibliography, along with a regular bibliography** following historical academic conventions, will be due on Blackboard **by 5pm on Sunday, November 3** (5%)
- The **first draft of the research paper** (6-8 pages) will be due on Blackboard **by 5pm on Sunday, November 17** (10%).
- The **in-class presentation** will take place on **November 18, 20, 22 or 25, according to your assigned group** (10%).
- The **revised version of the research paper** (12-15 pages) will be due on Blackboard **by 5pm on Monday, December 9**, which is the scheduled date of the final exam (10%).

Reflection essay- 5%

A **two-page reflection essay** on what you have learned in the course, what skills you have improved over the course of the semester, will need to be **uploaded on Blackboard by 5pm on Tuesday, December 10**.

Grading scale:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 0-59

Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Mon	8/26	Introduction to the course, the instructor, and the students.		
Wed	8/28	Our reasons for studying history	Furay & Salevouris, "Chapter One: The Uses of History"	
Fri	8/30	Introduction/ thesis paragraph writing workshop	Patricia Limerick, "Dancing with Professors: The Trouble with Academic Prose (Blackboard)"	
Mon	9/2	Foundations of Historical Thinking; Narrative and Reconstruction History as Reconstruction	Furay & Salevouris, "Chapter Two: History as Reconstruction"	
Wed	9/4	Continuity and Change	Furay & Salevouris, "Chapter Three: Continuity and Change"	
Fri	9/6	Cursive and manuscript reading workshop		
Mon	9/9	Setting up the Project: Working with Primary Sources What is a Primary Source? How do we use them?	Furay & Salevouris, "Chapter Ten: Evidence"	
Wed	9/11	Working with Sources	Pocket Guide, "Working with Sources"	
Fri	9/13	Finding Primary Sources Online – Meet in Cowart Lab Workshop on ID'ing reliable online sources	Information-Literate Historian (Ch. 7) (Blackboard)	
Mon	9/16	Archival introduction sessions at the TAMIU Special Collections and Archives (SPARC) under the guidance of Ms. Jeanette Hatcher, Special Collections and Archives Librarian (according to your assigned group).	On the two days where they are not participating in an archival introduction session, students will need to finish reading the graphic history Abina and the Important Men.	



Wed	9/18	Archival introduction sessions at the TAMIU Special Collections and Archives (SPARC) under the guidance of Ms. Jeanette Hatcher, Special Collections and Archives Librarian (according to your assigned group).	On the two days where they are not participating in an archival introduction session, students will need to finish reading the graphic history Abina and the Important Men.	
Fri	9/20	Archival introduction sessions at the TAMIU Special Collections and Archives (SPARC) under the guidance of Ms. Jeanette Hatcher, Special Collections and Archives Librarian (according to your assigned group).	On the two days where they are not participating in an archival introduction session, students will need to finish reading the graphic history Abina and the Important Men.	
Mon	9/23	Foundations of Historical Thinking: Historical Analysis & Interpretation Multiple Causality	Furay & Salevouris, "Chapter Four: Multiple Causality in History"	
Wed	9/25	Context	Furay & Salevouris, "Chapter Five: Context"	
Fri	9/27	Interpretation	Houses of History, "The Question of Narrative" (Blackboard)	Research paper proposal and annotated bibliography is due on Blackboard by 5pm on Sunday, September 29.
Mon	9/30	Foundations of Historical Thinking: Some Conventions : General Conventions in History	Gerald W. Schlabach, "A Sense of History: Some Components" Pocket Guide, "Following Conventions of Writing in History" (52-68)	
Wed	10/2	Putting it All Together	Furay & Salevouris, "Chapter Six: Telling a Story"	
Fri	10/4	Proposal and Annotated Bibliography Writing Workshop	Pocket Guide, "Introduction" (p. 1-7), "Approaching Typical Assignments in History" (26-48), and "Writing a Research Paper" (84-103)	
Mon	10/7	Setting up the Project: Working with Secondary Sources How to Find a Book or Article	Furay & Salevouris, "Chapter Seven: Libraries, Real and Virtual"	
Wed	10/9	How to Read a Book Book Analysis/Review Writing Workshop	Furay & Salevouris, "Chapter Eight: Reading History"	
Fri	10/11	Chicago Style Notes and Citation Workshop		
Mon	10/14	Historical Methods: Visual Archives Images		
Wed	10/16	Films	Furay & Salevouris, "Chapter Nine: History on Film"	
Fri	10/18	Writing Day		Book Review on Abina and the Important Men will be due on Blackboard by 5pm on Sunday, October 20.
Mon	10/21	Historical Methods: Visual Archives and the Problem of Memory Monuments and Memorials	Ana Lucia Araujo, "Plural Memories of Slavery and the Atlantic Slave Trade," from Public Memory of Slavery: Victims and Perpetrators in the South Atlantic (Blackboard)	
Wed	10/23	Historical Methods: Visual ArAutobiographical Archives and the Problem of Memory Oral History & Autobiographies	Furay & Salevouris, "Chapter Eleven: Oral Histories, Statistics, and Photographs" - Stop at 'History by the Numbers: Quantitative History' (p. 203)	
Fri	10/25	Interpretation	Furay & Salevouris, "Chapter Twelve: Interpretation"	
Mon	10/28	Oral History and the Problem of Memory Oral history guest lecture.		
Wed	10/30	Oral history workshop.		

Fri	11/1	Writing Day	Revised proposal and annotated bibliography, along with a regular bibliography following historical academic conventions, will be due on Blackboard by 5pm on Sunday, November 3.
Mon	11/4	Putting it Together, Abina and the Important Men : Screening of Abina and the Important Men	
Wed	11/6	In-class discussion of Abina and the Important Men	
Fri	11/8	Writing Day	
Mon	11/11	Putting Your Own Work Together Approaching the Blank Page: Workshop on Outline and Structure	
Wed	11/13	Workshop on Writing (and Revising) History Papers	
Fri	11/15	Plagiarism Workshop	First draft of the research paper of 6-8 pages is due on Blackboard by 5pm on Sunday, November 17.
Mon	11/18	In-class Research Presentations according to assigned groups.	
Wed	11/20	In-class Research Presentations according to assigned groups.	
Fri	11/22	In-class Research Presentations according to assigned groups.	
Mon	11/25	In-class Research Presentations according to assigned groups.	
Wed	11/27	Thanksgiving Break. NO CLASS.	
Fri	11/29	Thanksgiving Break. NO CLASS.	
Mon	12/2	Class conclusions and Wrap-up Session	
Mon	12/9	Revised version of the final research paper is due on Blackboard by 5pm on Monday, December 9, which is the scheduled date for the final exam. Two-page reflection essay on what you have learned in this course is due on Blackboard by 5pm on Tuesday, December 10.	

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.

- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

TAMU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamui.edu/scce/studenthandbook.shtml> (<https://www.tamui.edu/scce/studenthandbook.shtml/>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade;

the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.

- **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that “it was only a draft” will not be accepted.
- **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a “zero” for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”
 - **Caution:** Chat groups that start off as “study groups” can easily devolve into “cheating groups.” Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student’s responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from

making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml/>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiau.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml/>)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.