



Texas A&M San Antonio

Sociology
4372

The Sociology of Death and Dying



*Digging deeper into how we live by
studying how we die.*

Fall 2026 Syllabus

Instructor: Tracy Schluter, M.A.	Start Date: Aug 24, 2026
Cell: 210-415-1155	End Date: Dec 11, 2026
E-mail: Tschluter@tamusa.edu	Office hours: Contact me anytime

Course Description:

This course provides a basic background on historical and contemporary perspectives on death and dying. Attention will be given to current American practices regarding death and cross-cultural interpretation.

Prerequisites or Requirements:

SOCI 1301 or ENG 1301

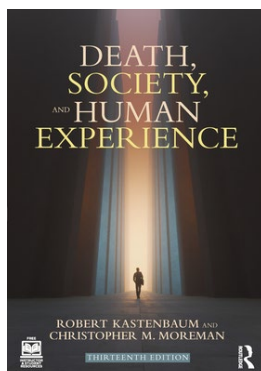
Course Objectives:

By the end of the course, you should be able to:

- Understand the importance of sociology in understanding death and dying
- Be able to examine the core sociological processes associated with dying, death, and bereavement
- Become familiar with the medical, legal, financial, and cross-cultural issues related to death and dying
- Relate the social and cultural context of death and dying to wider social structures
- Develop research and analytical skills in writing academic essays and social analysis

Required Text and Course Materials or Equipment

Kastenbaum, Robert and Christopher M. Moreman



Weekly Procedures

We will be covering approximately 1 chapter in the text per week. Videos also may be included in some weeks to augment the text and Class Notes.

Each week you will participate in one discussion forum. During the 3 weeks that you will have papers due, there will be no forum discussions. Unless otherwise noted, you will be required to also post responses to at least two postings of other students. Your responses should be between 100-200 words.

The last week is designated for your final project.

Technology

Basic Skill Requirements:

To succeed in online courses, you will need basic computer skills that include how to use email, attach a document to an email message, navigate web pages, and download and upload files. You must participate in discussion forums and use the Internet to research information. Additionally, you will need a computer with regular access to a reliable Internet connection, a current web browser (such as Chrome or Firefox), a technology “backup” plan in case your primary computer is unavailable during a test-taking timeframe.

Technical Help:

If you need help logging in to Blackboard, or in finding information, just call the IT Help Desk at (830)784-4357. Office hours are 8-5 M-F. Additionally, you can email them with your questions at helpdesk@tamusa.edu

Netiquette:

Written communication in the online environment is crucial to success. To avoid misunderstandings the following guidelines are provided:

- **Follow the Golden Rule.** Treat others, as you would like to be treated. Be encouraging, helpful, aware, and respectful of others.
- **Avoid using all caps.** Text written in all capital letters is difficult to read and is often interpreted as shouting, which is not appropriate for an academic environment. Additionally, the use of all caps nullifies the use of proper capitalization.
- **Respect copyright.** Ask permission or cite sources for the work of others.
- **Choose your words carefully.** Careful word choice ensures that you have expressed yourself clearly. Review your writing before you post. Using one word over another can dramatically affect the meaning and tone.
- **Use proper grammar and spelling.** Using e-speak as you would in text messaging is not appropriate in an academic environment, such as the discussion forums. Additionally, it can confuse some unfamiliar with the abbreviated spellings.

Student Participation

To be successful in this course you should log in at least five days a week even if you don't post each day.

Instructor Presence and Response Time

The instructor will respond to emails within 24 hours on weekdays and within 48 hours on weekends. The instructor will provide feedback and grades within a week for written assignments and three days after the weekends for the discussion forums.

I often use email to notify you of any changes or notices. Please check your email. Email is also the best way to get a hold of me and I will respond generally within 24 hours. If you're having an emergency, text or call me.

Assessments and Grading

Grading Scale

Late Assignments or Incompletes

Late papers and assignments will be docked one letter grade for each day they are late (with the lowest grade received for late work being a "C") unless we have agreed on prior arrangements. Make-ups of major exams may only be completed when the instructor grants an excuse for a specific absence.

A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	84 - 86%
B-	80 - 83%
C+	77 - 79%
C	74 - 76%
C-	70 - 73%
D+	67 - 69%
D	64-66%
D-	60-63%
F	59% and lower

Assignments

Assignments	Point Total	% of Grade
Forum Discussions	30	30%
Two Written Essays	20	20%
Midterm Exam	25	25%
Final Exam	25	25%
Total Points Possible	100	100%

Rules for Forum Posting

The forum postings will all be due on Thursday at 11:59 pm each week unless we have a short week or a holiday. Unless otherwise noted, you will be required to also post responses to at least two postings of other students. Both the original post and responses should be intelligently written using correct spelling, punctuation, and grammar. Responses must also utilize course material (unless otherwise specified in the question/prompt). These criteria will factor into discussion post grades.

For the replies, please choose 2 of your classmates' postings. Each of your replies should include at least 1 relevant comment and further exploration that supports or refutes your classmate's content. Each

reply should be 100-200 words. Your forum post grade will also reflect how thoughtful your responses are.

Essays

There are 3 essays this semester. The paper topics and due dates can be found on the syllabus and Blackboard. The papers should be between 2-5 pages in length. Please use ASA style. You can refer to the ASA Style guide or the link above.

Sociology 4372 Syllabus

Title of Assessment/Instructions	Category Name	Point Value	Assessment Due Date/Time
Week 1			
Read: Ch 1 As We Think About Death	Reading		
Watch the video on Blackboard	Video		
Discussion: Chapter 1 discusses how modern society often hides death and encourages people to avoid thinking about it. Do you think this death-denying culture protects people emotionally, or does it actually make people more fearful and less prepared for death? Use at least two ideas or concepts from the chapter to support your response. Then reflect on your own experiences, beliefs, family attitudes, religion, culture, media influences, or personal observations about death. Has your perspective on death been shaped more by openness or avoidance? Explain why. Reply to 2 classmates by 11:59 pm on Sunday	Discussion	2.5	8/27 11:59 p.m.
Week 2			
Read: Ch 2 What is Death? What Does Death Mean?	Reading		
Watch the video on Blackboard	Video		

Essay Topic 1: When Is Someone Really Dead? Chapter 2 explains that death is not always easy to define medically, socially, or emotionally. Interview at least one person from a different generation than yourself about what they believe defines death. For example, ask about brain death, life support, coma patients, organ donation, or what makes someone “gone.” Then compare their perspective to your own beliefs and to the definitions discussed in Chapter 2. How do culture, religion, age, technology, or personal experience shape beliefs about death? Did the conversation change your thinking in any way? 1. Use at least two concepts from Chapter 2 2. Include direct references to the interview conversation 3. Reflect on moments where you agreed, disagreed, or felt conflicted 4. Explain why defining death matters both socially and ethically today	Essay	10	9/4 11:59 p.m.
Week 3			
Read Ch 3 Denial or Adaptation: The Death System	Reading		
Watch the video on Blackboard	Video		
Discussion: Can a practice such as human sacrifice be understood without judging it by modern values? Using the concept of the death system, explain why societies might view the same death as either murder, heroism, duty, or sacred obligation. Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	9/10 11:59 p.m.
Week 4			
Read: Ch 4 Dying: Transition from Life	Reading		
Watch the video on Blackboard	Video		
Discussion: If you were told you had six months to live, what information would you want to know, who would make decisions if you could not, and what would a 'good death' look like for you? Should doctors and family members always tell the patient the full truth about their condition, or are there situations where withholding information is justified? Use concepts from Chapter 4 to explain your answer. Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	9/17 11:59 p.m.
Week 5			
Read: Ch 5 Hospice and Palliative Care	Reading		
Watch the video on Blackboard	Video		

Discussion: If a terminally ill patient is suffering and requests physician-assisted death where it is legal, should healthcare providers honor that request? Should PAD be legal in all states? Use concepts from the chapter such as autonomy, quality of life, hospice philosophy, and ethical responsibilities to support your position. Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	9/24 11:59 p.m.
Week 6			
Read: Ch 6 End-Of-Life Issues and Decisions	Reading		
Watch the video on Blackboard	Video		
Discussion: Interview someone at least 20 years older or younger than you, about attitudes toward suicide, mental health, and seeking help. Compare their views with ideas discussed in Chapter 6. What differences do you notice regarding stigma, warning signs, mental health treatment, or community support? Which generation seems more willing to discuss suicide openly, and why? I'd like to see you implement concepts from Chapter 6 to explain your findings. Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	10/1 11:59 p.m.
Week 7			
Read: Ch 7 Suicide			
Watch Video on Blackboard			
The Midterm Exam will be available for download			10/1 8:00 am
Midterm Exam Due		20	10/9 11:59 pm
Week 8			
Read: Ch 8 Violent Death: Murder, Terrorism, Genocide, Disaster, and Accident			
Discussion: Should sociologists attempt to understand honor killings within their cultural context, or should they judge them according to universal human rights standards? Using concepts from Chapter 8, explain how societies assign meaning to violent deaths. In your response, discuss the tension between cultural understanding and moral judgment, and explain where you personally draw the line. Why can family relationships become sites for extreme harm? Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	10/15 11:59 pm
Week 9			
Read: Ch 9 Euthanasia, Assisted Death, Abortion, and the Right to Die	Reading		
Watch the video on Blackboard	Video		
Discussion: Imagine you become unable to communicate and have no advance directive. Whom would you trust to make life-and-death	Discussion	2.5	10/22 11:59 pm

medical decisions for you, and why? Using concepts from Chapter 9, explain how your answer balances autonomy, quality of life, sanctity of life, and family responsibility. Respond to 2 classmates. All responses are due by 11:59 on Sundays			
Week 10			
Read: Ch 10 Death in the World of Childhood	Reading		
<i>Watch the video on Blackboard</i>	Watch Video		
Essay 2 – Chapter 10 discusses how children learn about death through family experiences, schools, media, and society. Do you believe children today are more protected from death than previous generations, or are they actually exposed to death more often through news, social media, video games, movies, and the internet? In your essay: • Compare how children learned about death in the past versus today. • Use concepts from Chapter 10 regarding children's developmental understanding of death. • Discuss how media influences children's perceptions of death. • Draw on your own childhood experiences and observations of younger children today. • Explain whether you think modern society is helping or hindering children's ability to understand death in a healthy way.	Essay	10	10/29 11:59 p.m.
Week 11			
Read: Ch 11 Bereavement, Grief, and Mourning	Reading		
Discussion: Do you think maintaining a continuing bond with someone who has died is healthy, unhealthy, or does it depend on the situation? Use examples from your own life, family traditions, cultural practices, or observations to support your argument. Apply the concept of continuing bonds and incorporate concepts from Chapter 11. Reply to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	11/5 11:59 p.m.
Week 12			
Read: Ch 12 The Funeral Process			

Essay 3 – Designing Your Own Funeral Chapter 12 explores the social, cultural, economic, and emotional functions of funerals. It also discusses how funeral practices are becoming increasingly personalized. Imagine that you are planning your own funeral or memorial service. Describe in detail what you would want and, just as importantly, what you would not want. In your essay, address the following: • Would you choose burial, cremation, green burial, body donation, or another form of body disposition? Explain why. • What elements of a traditional funeral would you keep, modify, or eliminate? • What role would religion, spirituality, family traditions, or cultural customs play in your service? • Who would you want involved, and what messages or memories would you want people to take away from the experience? • How would your choices reflect your beliefs about death, remembrance, grief, and community? • Which concepts from Chapter 12 best explain your decisions?	Essay	10	11/13 11:59 p.m.
Week 13			
Read: Ch 13 Do We Survive Death?	Reading		
<i>Watch the video on Blackboard</i>	Video		
Forum Discussion: Interview three friends or peers by asking the following question: What are your beliefs about what happens after death? Record and summarize each person's response, noting key themes, similarities, and differences. Then reflect on your own beliefs about the afterlife or what happens after death. Using concepts from the text, analyze how factors such as religion, culture, family background, socialization, and personal experience with death may shape these beliefs. How do your views compare with those of your friends, and why do you think these beliefs align or differ? Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	5	11/20 11:59 pm
Week 14			
Read: Ch 14 How Can We Help? Caregiving and Death Education			
<i>Watch the video on Blackboard</i>	Reading		
	Video		

Forum Discussion: Chapter 14 argues that death education can help people become better prepared for dying, grief, and caregiving. Do you think death education should be required in high school, college, or healthcare training programs? Why or why not? Use chapter concepts and your own experiences or observations to explain whether learning about death would make people more prepared or more uncomfortable. Respond to 2 classmates. All responses are due by 11:59 on Sundays	Read	2.5	11/24 11:59 pm
Week 15			
Read: Ch 15 Good Life, Good Death? Trying to Make Sense of it All			
Forum Discussion: Kastenbaum wrote a personal statement describing the idea of moving from a “good life” to a “good death.” Drawing on this perspective, write your own personal statement reflecting on how the way you live your life now shapes the kind of death you would consider a good one. Describe the values, relationships, choices, or priorities that matter most to you, and explain what a “good death” would look like in your own terms. How do your beliefs about meaning, responsibility, and dignity influence both how you live and how you imagine the end of life? Respond to 2 classmates. All responses are due by 11:59 on Sundays		2.5	12/3 11:59 pm
Week 16			
The final Project is available to work on			12/1
Last Day for all late work to be turned in for a diminished grade (Better than a 0)			12/4 11:59 pm
FINAL PROJECT DUE – Available on Dec 4th		20	12/7 11:59 pm
		100	

Discomfort Statement

As a professor, it is my job to challenge you to think critically about your assumptions regarding yourself and others, as well as to learn and analyze many materials we will come across. Sometimes the materials and the discussions will make you uncomfortable, and that’s okay. When you feel uncomfortable, you are developing critical thinking skills because you’re looking at things in a way you might never have before. This is a great opportunity to contact me and have a deeper conversation if needed. We will discuss some of the negative sides of life in this class, which means you will have to sit with ideas such as inequality, mortality, illness, and access to power. Understanding that there may not be one right answer for everyone and being able to problem-solve for groups of people is a valuable skill in all walks of life. I’m asking you to get comfortable being uncomfortable. (Many thanks to Dr. Theresa MacPhail)

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications: All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Appointments available MATH Walk in Tutoring – No appointment needed

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case

management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS Student Support App.*

The TELUS Student Support App provides a variety of mental health resources, including 24/7/365 support for in-the-moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental well-being.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message or email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any questions involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or coursework requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does

not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars can support parenting students with daycare if students meet these criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation are Monday-Thursday, 3:30 p.m.- 9:00 pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a

faculty member in the course syllabus or class discussion may be considered academic misconduct. For more information on academic misconduct policies and procedures, please review the [Student Code of Conduct](#) or visit the resources available on the [OSRR website](#)

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online

What about AI

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio’s standards of academic integrity.

Smart is something you *learn*.
not something you are!