



Texas A&M San Antonio

**Sociology
3364**

The Sociology of Religion

Spring 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

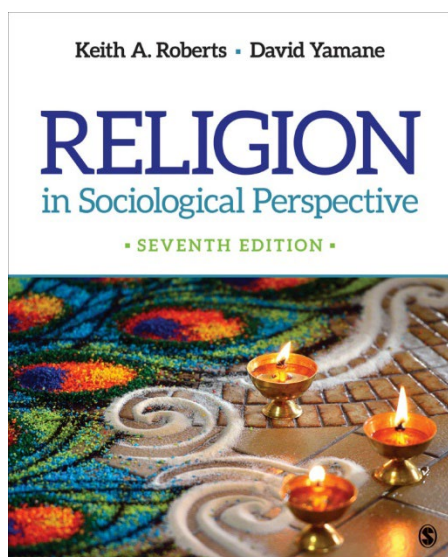
Course Objectives:

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

- Understand the importance of sociology to understanding religion.
 - Be able to use sociological theory to explain the interaction of religion and society.
 - Students will be able to apply key concepts to contemporary debates about the role of religion in the contemporary world.
 - Analyze complex and diverse religious phenomena in the context of social structures, including race/ethnicity, class, gender, and sexuality.
 - Develop research and analytical skills in writing academic essays and social analysis.
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Required Text and Course Materials or Equipment

Religion in Sociological Perspective, 7th Edition or 8th Edition
Keith A. Roberts and David Yamane



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. On the 2 weeks that you will have papers due, there will be no forum discussions. Unless otherwise noted, you will be required to 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.

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), and 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 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 often interpreted as shouting, which is inappropriate 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 have a dramatic effect on the meaning and your tone.
- **Use proper grammar and spelling.** Using e-speak as you would in text messaging is not appropriate in an academic environment, such as 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 week ends 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 of each week unless otherwise noted. You will then reply to 2 of your classmates' postings by Sunday of that week. Each of your replies should include relevant comments or ideas for further exploration.

Essays

There are 2 essays this semester. The essay topics and due dates can be found on the Blackboard and the syllabus. The papers should be between 1-3 pages in length. Please use ASA style. You can refer to the ASAguide or the link above for guidance.

Sociology 3364 Syllabus

Title of Assessment/Instructions	Category Name	Point Value	Assessment Due Date/Time
Week 1			
Read: Ch 1 What do we mean by the term "religion"?	Reading		
<i>Watch Videos on Blackboard</i>			
Discussion: Is Religion More Than Belief? Many people think religion is simply a matter of believing in God. Chapter 1 suggests it can also involve community, rituals, symbols, identity, and shared meaning. Describe something you consider religious or spiritual. Then explain which characteristic of religion you think is most important: belief, ritual, community, morality, the sacred, or something else. Why? Support your opinion with ideas from Chapter 1. Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	8/27 11:59 p.m.
Week 2			
Read: Ch 2 Historical Development of the Sociology of Religion	Reading		
Watch the video on Blackboard	Video		

Essay 1: What Defines a Religion? A new organization has petitioned the United States Supreme Court to be legally recognized as a religion. The Court has asked you to serve as an expert witness and prepare a sociological report supporting your client's case. Your goal is not to express your personal opinion, but to construct the strongest possible sociological argument. Choose one of the following: • CrossFit • Taylor Swift (or another celebrity) fandom • Artificial Intelligence communities • Environmental activism • Cryptocurrency culture • Professional sports fandom • Another movement approved by your instructor (me) • Write a 3-4-page report that explains the challenge of defining religion using both substantive and functional definitions. • I want you to apply theories from at least 2 sociological theorists from Chapter 2 to support your argument. Consider where the theorists would agree or disagree. • Address one significant counterargument and respond using sociological evidence. • Conclude with your recommendation to the Court on whether your organization should be recognized as a religion. Your paper should be based on sociological theory and evidence rather than personal opinion.	Essay	10	9/4 11:59 p.m.
Week 3			
Read: Ch 3 A Social Scientific Approach to Studying Religion	Reading		
Discussion: Does Explaining Religion Reduce Its Meaning? Chapter 3 explains that sociologists study religion by examining its social causes and effects rather than its truth claims. Do you think explaining religion sociologically takes away from its spiritual meaning, or can both perspectives exist together? Explain your reasoning using ideas from Chapter 3. Respond to at least two classmates by Sunday at 11:59 p.m.	Discussion	2.5	9/10 11:59 p.m.
Week 4			
Read: Ch 4 Becoming and Being Religious	Reading		
Watch the video on Blackboard	Video		
Discussion: The Religion You Might Have Had Imagine you were born in a different country, culture, or family than the one in which you were raised. For example, if you were raised in the United States, imagine being raised in India, Saudi Arabia, Japan, or another society.	Discussion	2.5	9/17 11:59 p.m.

How do you think your religious beliefs, practices, or identity might be different today? What does this suggest about the role of socialization in shaping religious beliefs? Use concepts from Chapter 4 to support your response. Respond to 2 classmates. All responses are due by 11:59 on Sundays			
Week 5			
Ch 5 Conversion, Switching, and Apostasy	Reading		
Watch the video on Blackboard	Video		
Discussion: Can Social Media Change Religious Beliefs? In the past, religious conversion often occurred through face-to-face relationships and participation in religious communities. Today, people can encounter religious ideas through YouTube, TikTok, podcasts, online forums, and social media influencers. Do you think social media has made religious conversion, switching, or apostasy more likely? Why or why not? Use concepts from Chapter 5 to discuss the role of social networks, identity, and community in religious change. Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	9/24 11:59 p.m.
Week 6			
Ch 6 Churches, Sects, Denominations, and Cults	Reading		
Watch Video			
Read Essay: The Cult As a Social Problem	Video		
Discussion: A New Religion Goes Viral Imagine that a charismatic influencer launches a new spiritual movement on TikTok and gains millions of followers within a few years. Members meet online, follow shared rituals, donate money, and develop a strong sense of community. Would you consider this group a religion, a denomination, a cult, or something else? Why? Using concepts from Chapter 6, explain how sociologists might classify this movement and how society would likely react to it. Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	10/1 11:59 p.m.
Week 7			
The Midterm Exam will be available for download			10/2 8:00 am
Midterm Exam Due	Exam	25	10/9 11:59 pm
Weel 8			
Ch 7 Congregationalism and Congregations	Reading		.
Watch the video on Blackboard	Video		

Discussion: What Makes a Congregation? Do you think that what sustains a congregation is primarily shared beliefs or the sense of community it creates? Can non-religious organizations fulfill the same social functions as a congregation, or is there something unique about religious communities? Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	10/15 11:59 p.m.
Week 9			
Ch 8 Religion, Economics, and Social Class	Reading		
Watch Video			
Discussion: Faith, Wealth, and Social Class Some religious teachings, particularly those associated with the prosperity gospel, suggest that faith, hard work, and generosity may lead to material blessings and financial success. At the same time, many religious traditions emphasize humility, service to others, and teachings such as "the meek shall inherit the earth." How do you reconcile these seemingly different messages? Do you think wealth should be viewed as a sign of God's favor, personal effort, social privilege, or some combination of factors? Using concepts from Chapter 8, discuss how religion can shape people's views of wealth, poverty, social class, and economic inequality. How might different interpretations of religious teachings influence attitudes toward the poor, charitable giving, and social responsibility? Support your response with examples from contemporary society. Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	10/22 11:59 pm
Week 10			
Ch 9 Religion and Race	Reading		
Watch the video on Blackboard	Video		
Discussion: Race, Identity, and Congregational Life Many congregations in the United States remain largely composed of one racial or ethnic group. Some people argue that this reflects personal preferences and cultural traditions, while others believe it reflects broader patterns of racial division in society. Imagine you moved to a new city and were looking for a congregation to attend. You visit several congregations that share similar religious beliefs but differ greatly in their racial and ethnic composition. Do you think the racial or ethnic makeup of a congregation would influence whether people feel comfortable joining or remaining involved? Why or why not? Using concepts from Chapter 9, discuss how race, ethnicity, culture, identity, social networks, and community influence religious participation. What are the potential benefits and challenges of racially diverse congregations? Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	10/29 11:59 p.m.
Week 11			
Read: Ch 10 Religion and Gender	Reading		

Essay 2: Religion, Gender, and Power Chapter 10 explores the complex relationship between religion and gender. Research consistently shows that women are often more involved in religious life than men. Women are generally more likely to attend religious services, participate in congregational activities, pray regularly, and identify religion as important in their lives. At the same time, many religious organizations have historically been led by men and have restricted women's access to positions of authority. In a well-developed essay, explain this apparent contradiction. • Discuss the relationship between religion and gender. • Explain why women tend to participate in religious life at higher rates than men. • Analyze how religious organizations have shaped gender roles and leadership opportunities. • Discuss whether religion primarily reinforces traditional gender roles, empowers women, or does both simultaneously. • Consider how factors such as culture, family, socialization, race, ethnicity, social class, or denomination may influence gender experiences within religion. • Support your analysis with examples from contemporary religious organizations or current events. Conclude by explaining whether you believe religion has become more or less supportive of gender equality over time and why.	Essay	10	11/6 11:59 p.m.
Watch the video on Blackboard	Video		
Week 12			
Ch 11 Religion and Sexualities			
Watch videos on Blackboard	Video		
Discussion: Can Religion Be Both Supportive and Restrictive? Religion can provide community, meaning, and support for many people. At the same time, religious teachings can create conflict for individuals whose sexual identities differ from traditional expectations. Do you think religion is more likely to support or restrict personal expression regarding sexuality, or can it do both at the same time? Why? Use concepts from Chapter 11 to support your analysis. Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	11/12 11:59 p.m.
Week 13			
Read: Ch 12 Religion Outside the (God) Box			

Discussion: Are Americans Becoming Less Religious or Simply Religious in Different Ways? Many people today identify as "spiritual but not religious." Others find meaning, purpose, and community outside traditional religious institutions. Do you think religion is declining, or is it simply changing form? Use concepts from Chapter 12 to support your response. Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	2.5	11/19 11:59 p.m.
Week 14 Thanksgiving			
Week 15			
Ch 13 Religion, Social Stability, and Social Conflict Ch 14 Globalization and Religion	Reading		
Discussion: Globalization, Religion, and Social Change Chapters 13 and 14 examine how religion can promote both social unity and social conflict, and how globalization has increased contact among people from different religious traditions and cultures. Some people argue that globalization encourages greater understanding and cooperation among religious groups. Others believe it can increase tensions by bringing different beliefs, values, and identities into closer contact. Choose a contemporary example involving religion and globalization. This could include immigration, social media, international conflicts, global religious movements, missionary work, interfaith cooperation, or another current issue. Using concepts from Chapters 13 and 14, discuss how religion may be contributing to both social stability and social conflict in your example. Do you think globalization is bringing religious groups closer together, pushing them further apart, or doing both at the same time? Why? Respond to 2 classmates. All responses are due by 11:59 on Sundays	Discussion	5.0	12/3 11:59 p.m.
Week 16			
Last day for all late work to be turned in, for a diminished grade (but better than a 0)			12/4 11:59 pm
The Final Project is available to work on 12/1			12/1
Final Project	Final	25	12/7 11:59 pm
Total Points for Course		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 develop critical thinking skills because you look 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. Recognizing that there may not be a single right answer for everyone and being able to problem-solve for groups of people is a valuable skill in all aspects 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!