



<b>Professor</b>	Brett Murphy, JD, PhD	<b>Phone</b>	210-784-2814
<b>Office</b>	STEM 237E	<b>E-mail</b>	bmurphy@tamusa.edu
<b>Student Office Hours</b>	Tues/Thurs: 3:30 – 5PM Weds: 10-11AM, 4 – 5PM By Appointment via Calendly: <a href="https://calendly.com/bmurphy-tamusa/dr-murphy-office-hours">https://calendly.com/bmurphy-tamusa/dr-murphy-office-hours</a>	<b>Presentation Prep Hours (Zoom only)</b>	Monday/Friday/Saturday: 10AM-8PM Tues/Thurs: 3:30 – 8PM Weds: 10-11AM, 4 – 8PM By Appointment via Email at least 24 hours in advance

### Course Description

*From the catalog:* An examination of the role of culture in the development and validation of psychological theories. Critical discussion of the application of Western theories to other cultural groups, including ethnic minority subgroups. Topics may include identity formation, cognitive and personality development, social and organizational behavior, intergroup relations, psychological assessment, and mental health. Prerequisite(s): PSYC 2301. TSI Restriction(s): Reading, Math, and Writing

### Required Course Materials

- *Assigned Class Readings Provided on Blackboard*
- *No Textbook*
- *Handbook:* American Psychological Association. (2019). Publication manual (7th ed). Washington, DC: Author. Reserve copy is available in the library if you don't already own a copy. You can also use the Online Writing Center (OWL) at Purdue University:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/index.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html)

### Contact Guidelines:

I will strive to be available to aid your learning process by providing a number of ways to contact me:

- ***Email:*** Only use official university e-mail and include the course and section (e.g., PSYC 2385) and full name in subject line. Please do not use Blackboard messages! My university email is my primary and preferred point of contact outside of the classroom.

I check my email regularly on Monday – Friday from 8 to 5. I will generally respond back within 24 hours of this timeframe. If you do not hear back from me, email again in the event your message went to my Junk email box and/or follow up directly with me in class or during office hours (see above). On the weekends, I am not available by email but will reply on the subsequent Monday. Please plan ahead especially when it comes to clarifying assignment instructions and/or submission requirements.

In all communications, please be professional in your tone and specific in your message (i.e., avoid informal correspondence styles like text messaging which lack appropriate punctuation and capitalization). Your correspondence **MUST** include the information specified above. If you send an email without sufficient information, I likely will not reply or may reply asking for clarification about your inquiry (this can result in an unnecessary delay). Please begin a new email thread in lieu of

responding back to older emails if you are beginning a new conversation unrelated to the previous email (this helps minimize confusion caused by chain replies).

- ***Student Hours:*** I will be available to meet during student hours (see times listed above). Student hours are dedicated to interacting with and providing students assistance regarding course work. The Calendly link above allows you to sign up for a 15-minute slot and choose whether you would prefer to meet in my office or on zoom. If you need more than 15 minutes, please sign up for 2 adjacent slots (30 minutes total). Office hour slots are on a first-come, first-serve basis. If there is a specific assignment/materials or topic you want to discuss, providing advance notice will allow me to have these resources ready. If students cannot meet during these times, an alternative time can be requested via email and I will do my best to try to accommodate students accordingly. For discussions involving more personal and/or sensitive information, some form of advance notice is recommended.

### **Course Overview**

For the first 3 weeks, this course will be a traditional format of mostly lecture and some in-class discussion. During this time, I will explain fundamental principles and concepts in cultural psychology research. The goal for these first 3 weeks is to lay adequate groundwork for you to be ready to engage in more extensive classroom discussion of cultural psychology topics.

Starting in the 4<sup>th</sup> week, the course will shift to a discussion-based seminar format.

Approximately half of class sessions will consist of me leading a classroom discussion.

Roughly the other half of class sessions will be led by a team of ~6 students; they will set the stage for and then lead a classroom discussion on the assigned paper for that day. These teams will be randomly assigned at the beginning of the course.

You will try to carefully read all assigned materials AND discuss them in advance of class with at least 1 classmate. For class discussion days, you will come prepared with at least 2 thoughtful questions or comments related to the assigned reading. On discussion days, you will have your phones and laptops put away.

Throughout the semester, you will be working on researching and writing an individual paper on a cultural psychology topic. Your paper topic will need to be at least indirectly related to an idea or theme in one of the readings your team is assigned to lead. Within your assigned team, you will share and provide helpful feedback on one another's paper proposals and rough drafts. You will turn in your final paper at the end of the semester.

At the end of the semester, students will complete a short online survey about their experiences in their team collaborations and in the class as a whole. Based on peer nominations in this survey, 3 students will be recognized with an "Exemplary Leadership" award, in appreciation for their efforts to enhance the learning and success of their classmates.

## **Grading Agreement**

To a large extent, the grade you receive in this class will be based on how much effort you put forth to help make this course enriching and enjoyable for your fellow students. Grading for this course will be via grading agreement.

You will have the option to contract for either an A grade or a B grade. Templates for an A grade agreement and a B grade agreement are posted in Blackboard. Because we all differ in our abilities and goals, you are encouraged to email me to propose any reasonable modifications you would like to make to your own individual agreement, such as reducing requirements in one aspect and increasing them in another aspect. You and I can discuss and work together to make sure this agreement allows you to succeed.

The B grade agreement is for students who are committed to working hard and doing their fair share to make this class a success for everyone. The A grade agreement is for students who aim to go above and beyond the baseline expectations, to be servant leaders elevating the learning of their teams and the class as a whole.

Once you have signed the grading agreement, the class will be counting on you to meet the terms of that agreement. If you fail to fulfill what you agreed to do, I will reduce your grade to a level that I feel is appropriate and provide you with a written justification for my decision.

If you have a strong reason for doing so, it is possible to renegotiate from a B grade agreement up to an A grade agreement. Unless special circumstances arise, it will not generally be possible to renegotiate from an A grade agreement down to a B grade agreement.

You will keep a detailed log of the ways that you have fulfilled the terms *and spirit* of the agreement you have signed. At the end of the semester, you will turn in this document to me.

The general aspects of the grading agreement template are shown below. The specifics for each grade level of the contract (A or B) are shown in the templates on Blackboard.

### **Contribute to a positive learning community (40% of your effort):**

- Attend class (and arrive on time).
- Carefully read the assigned materials prior to class and often discuss in advance with at least 1 classmate.
- Contribute to class discussions.
- Email X written pre-discussion suggestion documents (about 1 page in length) to other teams, at least 1 week in advance of when they will lead the discussion.

- Email X written post-discussion notes of appreciation (about ½ to 1 page in length) to other teams, within 2 days after they lead the discussion.
- Be a positive, encouraging, validating presence in the classroom.

**Work with a team to lead engaging classroom discussions (30% of your effort):** *Twice in the semester, your team will be responsible for leading the classroom discussion of the assigned article. Your goal is to have your classmates walk out of class feeling like they learned something interesting and enjoyed being in class that day. The specific structure of the classroom discussion plan is at your team's discretion, but it must have at least the following two components: (1) your team should provide more background information on and explanation of the reading and (2) at least 50% of class time should be an opportunity for classmates to engage and contribute to the discussion.*

- Meet at least 2 times with your team members to plan each classroom discussion.
- As a team, for the first of your two discussion sessions, schedule 1 full hour with me during my presentation prep hours (see link at top of syllabus) to discuss your plan and let me help you with understanding difficult or confusing parts of the reading. This should be done at least 1 week before you will lead the discussion.
- Take an active role in your team's presentation on the assigned day.

**Write a cultural psychology paper (30% of your effort):** *You will pick out an idea or theme in one of your team's assigned articles and write a scholarly paper that is at least indirectly related to it. This is an opportunity to research an idea or question that you find genuinely interesting and then write about it.*

- Share your research proposals with your teammates. Read their proposals. Provide one another with constructive feedback during in-class feedback circles.
- Share your rough draft (full length, properly formatted) with your teammates. Read all their rough drafts. Write up a full peer review of at least X teammate's draft/s. Meet with your teammates to give constructive feedback on one another's rough drafts.
- Submit a final paper by May 9. This paper should adhere to APA style (e.g., properly formatted title page, reference section, in-text citations, etc.).

### Course Schedule

We will do our best to abide by this schedule. Any topic changes or course adjustments will be announced by any one or a combination of lecture, e-mail and/or Blackboard. You are responsible to keep up with any possible changes to the course schedule.

Week	Date	Topic	Assignment
1	Jan 21	<b>CANCELLED FOR WEATHER</b>	
	Jan 23	<b>What is Cultural Psychology?</b> <b>Syllabus Discussion</b>	
2	Jan 28	<b>How is Culture Transmitted?</b> <i>*No reading assigned (use this time to read your team's assigned articles)</i>	
	Jan 30	<b>Major Dimensions of Cultural Variation pt. 1</b> <i>*Thomson et al. (2018)</i>	
3	Feb 4	<b>Major Dimensions of Cultural Variation pt. 2 + Mental Illness</b> <i>*No readings assigned</i>	<b>Grading agreements due (sent just to Dr. Murphy)</b>
	Feb 6	<b>Research Methods in Cultural Psychology pt. 1</b> <i>*No reading assigned (use this time to read your team's assigned articles)</i>	
4	Feb 11	<b>Research Methods in Cultural Psychology pt. 2</b> <i>*Emery et al. (2023)</i>	
	Feb 13	<b>Discussion: The WEIRD-est people in the world</b> <i>*Henrich et al. (2010)</i>	
5	Feb 18	<b>Discussion: Cultural Attribution Bias</b> <i>*Causadias et al. (2018)</i>	
	Feb 20	<b>NO CLASS</b>	<i>Dr. Murphy presenting at SPSP Conference</i>
6	Feb 25	<b>Student-led Discussion</b> <i>*Greenfield (2013)</i>	<b>Team 1 facilitates</b>
	Feb 27	<b>Student-led Discussion</b> <i>*Azpeitia &amp; Bacio (2022)</i>	<b>Team 2 facilitates</b>
7	Mar 4	<b>Student-led Discussion</b> <i>*Bernal (1988)</i>	<b>Team 3 facilitates</b>
	Mar 6	<b>Discussion: Social Class as Culture</b> <i>*Fendinger et al. (2023)</i>	<b>Paper proposal due (sent to Dr. Murphy AND team members)</b>
8	Mar 11	<b>SPRING BREAK</b>	
	Mar 13	<b>SPRING BREAK</b>	
9	Mar 18	<b>Feedback circles on paper proposals</b> <i>*No reading assigned</i>	
	Mar 20	<b>Student-led Discussion</b> <i>*Hooker and Algoe (2022)</i>	<b>Team 4 facilitates</b>
10	Mar 25	<b>Student-led Discussion</b> <i>* Rozin (2007)</i>	<b>Team 5 facilitates</b>
	Mar 27	<b>Discussion: Lexical Fallacies and Felicities</b> <i>*Fiske (2020)</i>	

11	April 1	<b>Student-led Discussion</b> *Froidevaux & Campos (2023)	Team 1 facilitates
	April 3	<b>Discussion: Paradox of Simpatia?</b> *Ramírez-Esparza et al. (2008)	
12	April 8	<b>Student-led Discussion</b> *Lin and Ramírez-Esparza (2024)	Team 2 facilitates
	April 10	<b>Discussion: Universality of Nonverbals?</b> *Witkower et al. (2022)	Rough draft due (sent to Dr. Murphy AND to your team members)
13	April 15	<b>Student-led Discussion</b> *Roskam et al. (2022)	Team 3 facilitates
	April 17	<b>Discussion: Prototypes of Heroes in Different Cultures</b> *Sun et al. (2024)	Peer Feedback on drafts due (sent to peer whose paper you reviewed, with Dr. Murphy cc'ed)
14	April 22	<b>Student-led Discussion</b> *Meca & Schwartz (2024)	Team 4 facilitates
	April 24	<b>APA Style Writing Workshop for Final Drafts</b>	
15	April 29	<b>Student-led Discussion</b> *Hausmann-Stabile & Guarnaccia (2015)	Team 5 facilitates
	May 1	<b>Class Debriefing: What Worked and What Did Not Work?</b>	
<b>Final Term Paper Due May 9<sup>th</sup> at 11:59 PM</b>			

### Use of A.I. Policy:

#### USAGE OF ARTIFICIAL INTELLIGENCE FOR WRITING ASSIGNMENTS

The use of generative AI, such as ChatGPT, is prohibited *without my express permission*, except in the following ways:

- To ensure proper usage of English in students' original self-written materials
  - Prompt: Review the text below and note any grammatical errors. Be detailed and provide examples/explanations.
- To identify areas of improvement in students' original self-written materials
  - Prompt: Review the text below and identify areas of improvement. Be detailed and provide examples/explanations. Do not rewrite it for me.

Students who choose to utilize generative AI tools for this purpose MUST:

- Declare the use of AI tools by identifying the program and purpose (i.e., allowed uses)
- Cite the tool in the reference section
- Include their original writing as an appendix to any assignment submission

If generative AI usage is detected and not declared upon assignment submission, the student may be held accountable for violating the Academic Integrity Policy. The first step following any flagged material is a one-on-one conversation in a timely manner with the student to discuss the situation further and to determine what course of action is appropriate.

## Assigned Readings

- Azpeitia, J., & Bacio, G. A. (2022). "Dedicado a Mi Familia": The role of familismo on academic outcomes among Latinx college students. *Emerging Adulthood, 10*(4), 923-937.
- Bernal, M. (1988). Martha E. Bernal. In A.N O'Connell & N.F. Russo (Eds.), *Models of achievement* (pp. 261-276). Psychology Press.
- Causadias, J. M., Vitriol, J. A., & Atkin, A. L. (2018). Do we overemphasize the role of culture in the behavior of racial/ethnic minorities? Evidence of a cultural (mis) attribution bias in American psychology. *American Psychologist, 73*(3), 243-255.
- Emery, L. F., Silverman, D. M., & Carey, R. M. (2023). Conducting research with people in lower-socioeconomic-status contexts. *Advances in Methods and Practices in Psychological Science, 6*(4), 25152459231193044.
- Fendinger, N. J., Dietze, P., & Knowles, E. D. (2023). Beyond cognitive deficits: how social class shapes social cognition. *Trends in Cognitive Sciences, 27*(6), 528-538.
- Fiske, A. P. (2020). The lexical fallacy in emotion research: Mistaking vernacular words for psychological entities. *Psychological Review, 127*(1), 95-113.
- Froidevaux, N. M., & Campos, B. (2023). Intercultural romantic relationship quality: What is the role of accommodation?. *Journal of Social and Personal Relationships, 40*(12), 3983-4000.
- Greenfield, P. M. (2013). The changing psychology of culture from 1800 through 2000. *Psychological Science, 24*(9), 1722-1731.
- Hausmann-Stabile, C., & Guarnaccia, P. (2015). Clinical encounters with immigrants: What matters for US psychiatrists. *Focus, 13*(4), 409-418.
- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world?. *Behavioral and Brain Sciences, 33*(2-3), 61-83.
- Hooker, E. D., & Algoe, S. B. (2022). Integrating research on social class and social relationships. *Social and Personality Psychology Compass, 16*(8), e12698.
- Lin, M., & Ramírez-Esparza, N. (2024). Checking multiple boxes: Themes associated with bicultural identities. *Journal of Cross-Cultural Psychology, 00220221241249999*.
- Meca, A., & Schwartz, S. J. (2024). Cultural stress theory: An overview. *Cultural Diversity & Ethnic Minority Psychology, 30*(4), 603-612.
- Ramírez-Esparza, N., Gosling, S. D., & Pennebaker, J. W. (2008). Paradox lost: Unraveling the puzzle of Simpatía. *Journal of Cross-Cultural Psychology, 39*(6), 703-715.
- Roskam, I., Gallée, L., Aguiar, J., Akgun, E., Arena, A., Arian, G., ... & Mikolajczak, M. (2022). Gender equality and maternal burnout: A 40-country study. *Journal of Cross-Cultural Psychology, 53*(2), 157-178.
- Rozin, P. (2007b). Food and eating. In S. Kitayama & D. Cohen (Eds.), *Handbook of cultural psychology* (pp. 391-416). New York: Guilford.
- Sun, Y., Kinsella, E. L., & Igou, E. R. (2024). On cultural differences of heroes: Evidence from individualistic and collectivistic cultures. *Personality and Social Psychology Bulletin, 50*(6), 841-856.
- Thomson, R., Yuki, M., Talhelm, T., Schug, J., Kito, M., Ayanian, A. H., ... & Visserman, M. L. (2018). Relational mobility predicts social behaviors in 39 countries and is tied to historical farming and threat. *Proceedings of the National Academy of Sciences, 115*(29), 7521-7526.
- Witkower, Z., Hill, A. K., Koster, J., & Tracy, J. L. (2022). Is a downwards head tilt a cross-cultural signal of dominance? Evidence for a universal visual illusion. *Scientific Reports, 12*(1), 365.

## IMPORTANT POLICIES AND RESOURCES

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 <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

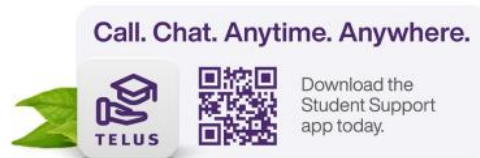
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

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, call 210-784-1331 or visit Madla 120.

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. For more information on SCC services visit [tamusa.edu/studentcounseling](http://tamusa.edu/studentcounseling)

*Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').*

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. 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, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.



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. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

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 referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question 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](mailto:military.va@tamusa.edu) or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity 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 course work 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 within our state, nation, and world. All decisions and actions involving students and employees should 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, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

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- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, 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 misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto: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](mailto: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.

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, sexual orientation, gender identity, gender expression, 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, sexual orientation, 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 as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct

(<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook->

[2022-23.pdf](#)) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).