

# Spring 2026 Borderlands Rhetoric

## Instructor/Class Information

Dr. Sonya Barrera Eddy

ENGL 3313\_001 CRN 25468

MW 3:30 pm to 4:45 pm

Office hours: Tuesday 10am to 11 am; Wednesdays 2:30 pm to 3:30 pm, Thursdays 12:30 pm to 1: 30 pm; and by [appointment](#)

Phone: 210-784-2806 leave a message and allow 48 hrs to respond

Email: [seddy@tamusa.edu](mailto:seddy@tamusa.edu)

Book an appointment with me [bookings](#)

## Calendar

Week	Topic	Readings/Low Stakes	Deliverable/High Stakes
1	Defining Borderlands	Anzaldua - Summary	
2	Borderlands and Science/Ecology/Evolution	Supplied PDF – Connections to Anzaldua What is a theoretical framework	
3	Early Narratives	De las Casas – reflection Essay 1 in class writing	Essay #1 -
4	Mexican Narratives	Gente Decente –connections Delfina Quero - migration	
5	Mexican-American Narratives	Caballero Jovita Gonzalez Peer Review Workshop	Peer Review Workshop
6	Borderlands Narratives	Student Research – Annotated Bib Studio Day	Essay #2 Draft
7	Immigration Narratives	Student Research – Annotated Bib Studio Day	Essay #2 Revision
8	Bad Indians	Activity 1	
9	Forgetting the Alamo	Activity 2	
10	Research	Bring a book and summarize	
11	House of the Scorpion	Activity 3	Essay #3 Draft

<b>12</b>	Alice in the Borderlands	Activity 4	Essay #3 Revision
<b>13</b>	Zines in Third Space	Activity 5	
<b>14</b>	Presentations	Peer Eval Forms	Presentation
<b>15</b>	Presentations	Peer Eval Forms	Presentation
<b>16</b>	Final Exam	Reflection Exercise	Final Essay

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

## Student Learning Outcomes

By the end of this course students should be able to:

- Define what a “theoretical framework” is and summarize the framework(s) of borderlands rhetoric
- Understand the scientific/ecological definition of a borderlands and summarize connections across disciplines.
- Learn how we use a theoretical framework to conduct an analysis
- Explain two theoretical frameworks that come from borderlands rhetoric: for example you might choose Mestiza Consciousness or Nepantlera
- Apply borderlands rhetorical analysis to art/music/film/novels that have borderlands as a topic or theme
- (Optional) Discuss the relationship between borderlands rhetoric and immigration narratives

## Books

Borderlands/La Frontera the New Mestiza by Gloria Anzaldua - 5<sup>th</sup> edition \$16.95 paperback  
 Gente Decente: A borderlands Response to the Rhetoric of Dominance by Leticia Magda Garza Falcon \$8.65 paperback  
 Forgetting the Alamo, Or, Blood Memory: A novel by Emma Perez \$24.95 paperback  
 Zines in Third Space: Radical Cooperation and Borderlands Rhetoric Adela C. Licon \$34.95 Paperback  
 Bartolome de Las Casa and the Defense of Amerindian Rights: A Brief history with Documents \$16 paperback  
 Bad Indian: A Tribal Memoir by Debora Miranda \$20.90 paperback  
 Alice in the Borderlands (anime TV Series) (available on Netflix)  
 House of the Scorpion by Nancy Farmer \$11.38 Paperback  
 Caballero A Historical Novel by Jovita Gonzalez &24.95 Texas A&M University Press  
 Delfina Cuero: Her autobiography – an Account of Her Last Years and He Ethnobotanic Contributions \$12.50 Ballena Press

## Major Assignments

**Essay 1** – 2 to 3-page essay on a chosen topic covered in the class. This paper has no drafting or revision and is used as a baseline to understand your specific strengths and weaknesses in reading/writing

**Essay 2** – theory paper: 5-8 pages – covers one of the theoretical frameworks that we have studied in the course. The paper will include an explanation of a theory, a lit review, and a discussion of the possible applications of the theoretical framework. This paper will be taken through the entire writing process, including peer revision.

**Essay 3** – application paper: 5-8 pages – this paper is an extension of Essay 2. It is an example of the application of the theoretical framework. Students will take an “artifact” that they like and apply the theoretical framework. For example, if a student wrote about queer feminist theories in paper 2 then they might choose to analyze *Forgetting the Alamo* through a queer feminist lens.

**Annotated Bibliography 1** – students are to put together a brief 5-10 entry annotated bibliography about a chosen topic

**Annotated Bibliography 2** - students are to put together a brief 5-10 entry annotated bibliography of immigration narratives or immigration related theories.

**Final Project Presentation** – this student choice project is a presentation of all the work a student has done in this class. Students will create a 5-minute presentation to showcase their work in the course.

## Reading Journals

Students will keep a reading journal for this class. Your reading journal is a space to explore your thoughts, feelings, and insights as you move through the readings, films, and discussions in our course on *Borderlands Rhetoric*. Your reading journal is not just about summarizing or analyzing—it’s about engaging with ideas in creative, personal, and critical ways. Reading journals are not graded. They are tools for learning.

Each week, Students will respond to everything that we read and talk about in this course. In addition, I will give you three prompts for each text we read. Your responses can take many forms: short written reflections, visual notes, poems, song lyrics, drawings, collages, or any creative expression that helps you make sense of the material. You might also include connections to your own experiences, current events, or other works of art and writing.

Think of this reading journal as a conversation across borders—between you and the authors of these texts, between different languages or genres, and between the academic and the personal. You’re encouraged to move fluidly between these worlds, just as borderlands rhetorics invite us to.

### What you can choose to include in your reading journal:

- Written responses to each of the three reading prompts

- Personal reflections and questions
- Notes or quotes that stood out to you
- Optional creative responses (art, poetry, lyrics, etc.) that connect emotionally or thematically with the readings

There's no single "right" way to write a reading journal entry—the goal is to think deeply, make connections, and let your voice emerge in whatever form feels most authentic to you.

## Discussion Prompts

For our readings you will find below a set of three reading prompts for each text, designed to guide you toward **borderlands rhetoric—which is the study of how language, identity, and power operate across cultural, political, and epistemic boundaries—within English literature and rhetoric and composition studies**. The prompts are meant to help you connect each work to broader theoretical conversations we will be having in class about hybridity, voice, resistance, and reimagined rhetorics from the margins. These are possibilities to turn to when you get stuck or need a place to begin thinking about the texts we are reading.

### **Gloria Anzaldúa, *Borderlands/La Frontera: The New Mestiza***

1. How does Anzaldúa redefine the concept of *rhetoric* through her use of code-switching, poetry, and autobiography? What does this tell us about language as a borderland?
2. In what ways does the “new mestiza consciousness” challenge traditional rhetorical paradigms of persuasion, ethos, and audience in Western academic writing?
3. Analyze a specific passage that embodies *nepantla* (in-between space). How does this concept shape Anzaldúa’s vision of knowledge-making and identity formation?

### **Leticia Magda Garza-Falcón, *Gente Decente: A Borderlands Response to the Rhetoric of Dominance***

1. How does Garza-Falcón expose or resist “dominant rhetorics” in the representation of Mexican Americans? Identify a rhetorical strategy she uses to reclaim authority or narrative space.
2. In what ways does *Gente Decente* demonstrate that rhetorical dominance is enacted not just through language but through historiography, genre, and literary canon formation?
3. Compare Garza-Falcón’s “borderlands response” to Anzaldúa’s mestiza consciousness—how do both theorize rhetorical agency from marginal positions?

### **Emma Pérez, *Forgetting the Alamo, Or, Blood Memory***

1. How does Pérez’s concept of “blood memory” function as a rhetorical tool to reclaim silenced histories in the borderlands?
2. What role does historical fiction play in reshaping borderlands rhetoric—can storytelling serve as a form of resistance to dominant narratives?

3. Identify a scene that dramatizes the intersection of gender, race, and colonial violence. How does Pérez use language to rewrite who counts as a historical subject?

**Adela C. Licón, *Zines in Third Space: Radical Cooperation and Borderlands Rhetoric***

1. How does Licón redefine composition through the material and communal practices of zine-making? What does this suggest about authorship and collaboration in borderlands rhetoric?
2. In what ways do zines function as “third spaces” where marginalized identities experiment with rhetorical forms outside institutional norms?
3. How might the idea of *radical cooperation* in zine communities challenge academic hierarchies of expertise and authority in composition studies?

**Bartolomé de Las Casas and the Defense of Amerindian Rights: A Brief History with Documents**

1. How do Las Casas’s rhetorical strategies attempt to humanize Indigenous peoples within a colonial framework? What are the ethical and rhetorical limits of his advocacy?
2. Compare Las Casas’s appeals to Christian morality and justice with borderlands rhetoricians’ appeals to lived experience and cultural hybridity. What continuities or ruptures emerge?
3. How can Las Casas’s defense be read as an early site of “contact zone rhetoric,” anticipating later borderlands theories of translation, representation, and moral persuasion?

**Deborah Miranda, *Bad Indians: A Tribal Memoir***

1. How does Miranda blend genres (memoir, poetry, archive, history) to create a borderlands rhetoric that resists settler-colonial narratives?
2. What does Miranda’s use of the term “Bad Indian” reveal about rhetorical reclamation—how can naming be both an act of resistance and self-definition?
3. How does Miranda’s collage-like structure serve as a rhetorical intervention in how histories of California Indians are told, remembered, and silenced?

**Alice in Borderland (Netflix Series)**

1. How does the series metaphorically represent “borderlands” not as a geographical space but as a psychological or existential one?
2. In what ways do the characters’ survival strategies reflect borderlands rhetorics of adaptability, ambiguity, and resistance to domination?
3. Consider the visual and narrative rhetoric of the series—how does it construct a critique of social order, belonging, or identity through a borderlands lens?

**Nancy Farmer, *The House of the Scorpion***

1. How does the novel use cloning and borders—both literal and genetic—to explore questions of identity and humanity within borderlands rhetoric?
2. Examine the ways power, language, and classification operate in the novel’s depiction of “The Opium” borderland. How do these mechanisms mirror real-world colonial rhetorics?
3. How does Matteo’s journey toward selfhood illustrate Anzaldúa’s idea of the *nepantlera*—the one who moves between worlds and translates across difference?

## ***Caballero* — Jovita González**

### **1. Rhetoric of the Borderlands Elite**

*Caballero* presents life along the U.S.–Mexico border through the lens of a landed Mexican elite facing political and cultural upheaval. How does the novel rhetorically negotiate loss of power, land, and identity after U.S. annexation? What values does the text attempt to preserve, and how does it persuade readers to see these values as legitimate or endangered?

### **2. Language, Silence, and Power**

Consider moments in *Caballero* where silence, restraint, or indirect speech carry rhetorical weight. How do these strategies function within a patriarchal and colonial context? Who is allowed to speak openly, and whose power is expressed through silence or decorum?

### **3. Gendered Borderlands**

Analyze how women in *Caballero* operate within overlapping borders of nation, class, and gender. In what ways do female characters use domestic spaces, emotional labor, or moral authority as rhetorical tools? Where do you see tension between tradition and transformation?

## ***Delfina Cuero: Her Autobiography***

### **1. Testimonio as Rhetoric**

*Delfina Cuero* is shaped by oral storytelling and mediated authorship. How does Delfina establish credibility and authority despite not controlling the written form of her narrative? What rhetorical power emerges from lived experience, repetition, and memory?

### **2. Survival, Labor, and Voice**

Delfina's life story centers on labor, displacement, and endurance. How does her narrative persuade readers to recognize Indigenous knowledge and survival as forms of intelligence and resistance? Identify specific moments where everyday actions become rhetorical acts.

### **3. Colonial Borders and Erasure**

Reflect on how colonialism and U.S. expansion create borders that impact Delfina's body, land, and language. How does the autobiography resist historical erasure? In what ways does the text challenge dominant historical narratives about California and Indigenous peoples?

## **Student Example of Discussion Entry**

### **Discussion Journal Entry: *Alice in Borderland*, Season 2**

**Date:** October 7 Season Finale

When I watched the final episodes of *Alice in Borderland* Season 2, I kept thinking about Gloria Anzaldúa's description of the *nepantla*—the in-between space where transformation

happens. The Borderlands in the show aren't just a game space; they're a kind of *nepantla of the soul*. Each character faces a choice about who they are when all structures of control are gone.

Arisu's journey especially reminds me of Anzaldúa's "new mestiza consciousness." He learns to live in contradiction—to be both compassionate and ruthless, to fight but also forgive himself. His survival isn't about dominance but about *integration*—accepting all the parts of himself. The games force him to cross internal borders as much as external ones.

The scene where the meteorite impact is revealed hit me hard. It reframes the whole story as a near-death experience—a liminal space between life and death, body and spirit, memory and forgetting. It made me think about how trauma can push people into "borderlands" of identity where they have to rebuild meaning.

The idea of *declining residency* in the Borderlands feels symbolic too. It's like saying: we can't stay in transformation forever. At some point, we have to return to the world and live differently—even if we forget the exact lessons we learned.

*(Song lyric fragment inspired by the show and Anzaldúa's concept of crossing)*

"I walk between the heartbeat and the echo,  
between fire and falling rain.  
The borderlands call me home again—  
not to stay, but to begin."

## Labor Journals

### Labor Journals

You will keep a weekly labor log. It can be in one of the following formats, written, voice recording, graphic, slide, or vlog.

### **It is DUE EVERY FRIDAY AT MIDNIGHT.**

Your labor journal will contain the labor you are doing for the week, including the time you are spending on each task. It should include ALL LABOR. For example, you might spend 20 minutes reading a text for English class and 10 minutes talking about it with your friend. You would record both forms of labor. Maybe you spent 30 minutes surfing the internet looking for more information, record that as labor. Maybe you spent 2 hours writing Fan Fic about BTS after we read the Kpop article. Record that, because it is labor. If you have to care for others, siblings, parents, or children. Record that because it is labor. If you spend 2 hours cleaning your room so

you didn't have to study, record it. It is labor. If you couldn't get to FYC work because you were swamped with Math and had to ask for an extension, record that, because it is labor. If you freaked about college, called home, then slept for 2 days before your friend came by to visit and you felt better, record that because it is labor! If you drove to El Paso to help your Tia move, so you didn't attend class all week and you had to talk to your teachers to get make-up work, record that because it was labor. I hope you are getting the idea. Record everything. I will respond to each of these.

## Blackboard

This course uses Blackboard extensively; most writings will be submitted as attachments on Learn, as will much of the homework. While some instruction will be provided, it is the student's personal responsibility to learn how to attach files and submit work on Blackboard. There may occasionally be problems submitting work. In that case, try again. Try with a different browser. Contact the help desk. When all else fails, contact me via email and attach your assignment.

## Grading Overview/Labor Based Assessment

I treat learning as a recursive and exploratory process involving continual revision, and reflection. I am also committed to affirming linguistic diversity and decolonial practices. For these reasons, I will use a labor-based approach to assessment. Labor-based assessment assesses you on the quality of your labor rather than the quality of your finished product. That is, I will assess your progress this semester based on the amount of work you complete, on your ability to meet deadlines and fulfill expectations, and on the time and effort you put toward achieving course goals. Yes, your colleagues and I will address the quality of your work. We will also expect you to put forward the substantial time and effort it takes to improve upon the quality of your work; that is, we will expect you to demonstrate significant growth and improvement in your reading and writing process over the course of the semester. But you will not be graded on the quality of a single piece of writing, nor will you be assessed using high-stakes testing methods. In short, the more you work, the better your grade—and the better you'll position yourself to learn and grow.

## Absences

I will consider you “absent” if you are not physically present for a designated class meeting and you have not communicated with me about the circumstances. Please note that I will excuse absences for instances of sickness or hospitalization, including those for whom you are a caregiver; a death in the family; court-related issues; and religious holidays. You must communicate with me about these in advance when possible or when you return to class.

## Incomplete, Missed, and Ignored Assignments

I will consider your assignments in this class “incomplete” if you submit them by a given deadline, but they fail to meet labor expectations (e.g., you didn’t meet a minimum word count,

you didn't provide required information, and so on). Your assignments will be "late" if you submit them within two days (48 hours) of an initial deadline. If you submit an assignment at any point in the semester after 48 hours of the initial deadline, I will consider it "missed." If you do not submit an assignment at all, I will consider it "ignored." Please note that I do not respond to "missed" assignments.

## Open Revision Policy

I have an open revision policy. This means that you may revise and resubmit an "incomplete" or any other "graded assignment" for a higher grade. If you turn in a paper and you do not feel like it was your best work, you can request a meeting with me or come to office hours. I will give you suggestions for revision so that you can achieve the type of writing you are aiming for. We will agree on a timeframe for revisions and I will regrade your work after your revisions. NOTE: you cannot revise missed or ignored assignments.

## Your Grade in Blackboard

I will assign your grade in blackboard as follows: Every task we undertake is worth 1pt. If you complete 100% of the tasks required of you, then you receive a 100%. If you complete 70% of the tasks required of you, then you receive a 70%

## Final Grade

There is a column in blackboard to gives you your course average, this is an estimate of your grade. I will determine your final grade in the course by averaging your performance in each category of labor using a four-point scale. For example, if you earn an A in each category of labor, you will earn 4 points per category, equaling 20 points. Twenty-four points divided by 5 categories equals 4.0, which equals an A on a four-point scale.

## AI Policy

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. We will learn proper uses of AI in this course.

## 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](mailto: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](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 academic accommodations 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](mailto: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	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

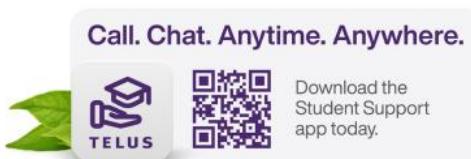
### Counseling/Mental Health Resources

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 to 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 wellbeing.



## 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, 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](#). 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.

## Jaguar Writing, Language, and Digital Composing Center (WLDCC)

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing 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. The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The Writing Center can also be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

## 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 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 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 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 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@tamus.edu](mailto:titleix@tamus.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](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. Young Jaguars can support parenting students with daycare if students meet this 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. For more information, please contact Young Jaguars at [youngjaguars@tamusa.edu](mailto: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 as academic misconduct. For more

information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)