



# HIST 3375 - U.S. Southern History

## Fall 2025 Syllabus, Section 102, CRN 17395

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### Instructor Information

**Deborah Blackwell**

Associate Professor of History

Email: dblackwell@tamiu.edu

Office: AIC 341

Office Hours:

MWF 12:00-1:00pm

Also by appointment/phone/Blackboard Collaborate

Office Phone: 956-326-2628

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### Times and Location

TR 1:15pm-2:35pm in Pellegrino Hall 116

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### Course Description

This course focuses on the diversity of women's experiences in North America from colonial to modern times. The social, economic, political, and intellectual realms of women's worlds, public and private, will be studied. Prerequisites: HIST 1301 and HIST 1302 or permission of the instructor. Humanities Department, College of Arts & Sciences

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### Additional Course Information

*"If history were past, history wouldn't matter. History is the present.... You and I are history. We carry our history. We act our history."* –James Baldwin, author and social critic

**COURSE DESCRIPTION:** This course will present students with historiographical scholarship and contemporary debates in the field of United States southern history from the colonial period to the present, with some greater emphasis on the nineteenth and twentieth centuries. The course format will include lectures, readings, discussions, and videos, and will require multiple writing assignments. We will examine political, economic, social, and cultural factors in the creation and persistence of a southern regional identity, while paying particular attention to the diversity within the (broadly-defined) South.

**Artificial Intelligence Policy:** In this course, using artificial intelligence software such as ChatGPT on papers, discussion boards, or quizzes is expressly forbidden and will constitute academic misconduct. Students found to have used AI tools to generate answers for papers, discussion boards, or quizzes in this course will receive a zero for that assignment and will be referred to the Office of Student Conduct for possible additional disciplinary measures.

However, there are a couple of exceptions to this rule. In the event that I assign you a prompt that specifically requires the use of AI, then its use will be acceptable. Also, I make exceptions for judicious and occasional use of AI language tools such as Grammarly, which are used to help with issues of grammar and syntax rather than argument and analysis. In the event that you have any questions about this policy, please do not hesitate to ask me to clarify it for you.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:



1. Demonstrate knowledge of facts concerning the history of the U.S. South from colonial times through the present.
2. Discuss and explain connections between historical events and describe historical changes taking place in the U.S. South.
3. Analyze both primary and secondary historical sources, evaluating their effectiveness and critical value.
4. Develop written arguments in a variety of formats (e.g., article reviews, book review, research paper).

## Important Dates

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

## Textbooks

Group	Title	Author	ISBN
Required	No Common Ground: Confederate Monuments and the Ongoing Fight for Racial Justice	• Karen Cox	978-1-4696-6267-1
Required	You Have To Be Prepared To Die Before You Can Begin To Live: Ten Weeks In Birmingham That Changed America	• Paul Kix	978-1250807700
Required	Wilmington's Lie: The Murderous Coup of 1898 and the Rise of White Supremacy	• David Zucchino	978-0802148650

## Grading Criteria

GRADE	PERCENTAGE
A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
F	Below 59.9

## Grading Requirements and Classroom Etiquette

Please read the following thoroughly. If any of the following information is unclear, please ask questions. It will be assumed that you have read and understood this information. **NOTE: FAILURE TO COMPLETE ALL COURSE REQUIREMENTS WILL BE GROUNDS FOR FAILURE IN THE COURSE.**

Research paper: Your most consequential assignment for this semester will be a research paper on a topic of your choosing dealing with some aspect of U.S. southern history. This assignment will require you to develop an argumentative thesis and utilize both primary and secondary research. I will be incorporating a presentation by Killam Library Information Literacy Librarian Ms. Joan Murumba into one of our class meetings in September to assist you in your research process. More information about this assignment will be forthcoming shortly.

Article/Chapter and Documentary Film Reviews: On multiple occasions during the semester, I have indicated in the schedule that you will be required to submit reviews of various readings (or in one case, a documentary film). The point of these exercises is to help you learn to critique historical scholarship and think about the ways in which historical knowledge is written and shaped by the people who write about it (or film it). We will talk about the historiography of modern U.S. history a great deal, so focusing our attention on reviewing much of this scholarship is an important component of your learning process. Some additional information is available in this syllabus, and more information will be forthcoming.

Participation: Attendance in the class. Because much of the class will consist of discussion, missing class means you will miss significant information. Emergencies will be dealt with on a case-by-case basis and will require documentation (to protect you and the other members of the class). It is up to you to contact me if you must miss class (and do so as soon as is practical); I will not track you down and ask why you were not in class. In any event, you will be responsible for any material covered in your absence. A significant portion of each class period will be taken up with discussion of reading and lecture material; it is therefore in your best interest to come to class prepared. I will be drawing a seating chart during the first week of class to help me keep track of participation. Incorporated into this element of your grade will be discussion boards; please see below.

Please feel free to question, challenge, and otherwise disagree with the instructor. However, while all opinions are welcome, this classroom must remain a comfortable place for everyone. Please express opinions without recourse to derogatory language or remarks.

Discussion Board Postings: To supplement our in-person meetings, you will be assigned discussion boards on topics related to our various readings.

If you have not used these before, there are tutorials on Blackboard that will lead you through what you need to know to be able to use them. The discussion boards will open and close at a stated time; **no late or make-up postings will be allowed.** I will post critical thinking questions based on the material assigned for the class. Your assignment is to submit/post your response to each of the questions and then respond to others' comments.

Discussion answers will be graded on the thoughtfulness of your initial response, the ability to integrate assigned readings, the thoroughness of your feedback to the other students as well as the overall writing quality of your responses. Any quotations that you use **MUST** be cited using proper *Chicago Manual of Style* format. More specific guidelines for this assignment will appear at the end of this syllabus. **Note: Discussion boards are REQUIRED and are NOT OPTIONAL!!!**

Quizzes: I have discovered that students (both undergraduate and graduate) get more out of the documentary films that I assign if I also require short, multiple-choice quizzes or discussion boards to go along with the films. You should expect that any time I assign a documentary film for you to watch on your own, that you will also have an accompanying quiz or discussion board that will reflect information from the film. I will also start many of our class sessions with a 10-15 minute open-ended quiz that will cover the readings for that night as a way to encourage you to come to class prepared and to launch us into our discussion for the day. These quizzes will be factored into your grade along with your discussion boards.

Questions during lecture: I will stop frequently during lecture to ask if there are any questions on the material we are covering, and you should feel free to ask whatever you want during that time. Should you have additional questions that are not pertinent to the rest of the class or if you feel uncomfortable asking them during class, see me afterwards or come by my office hours. Remember, THERE ARE NO STUPID QUESTIONS!

Office Hours: Professors have office hours for the benefit of their students. Please do not hesitate to visit me during my office hours, even if you do not have any specific questions. Feel free to email me as well with any questions or concerns you might have.

Late Papers: **Late book/chapter/documentary reviews will be docked 5 points per day they are late, late research papers will receive a 10 point per day deduction, and I will not under any circumstances accept any book/chapter/documentary reviews or research papers more than one week past their original due date. In the interest of fairness, these policies will apply in all cases. Discussion boards and quizzes WILL NOT BE ACCEPTED AFTER THE STATED DUE DATE.** *If you must leave town for an emergency, I expect you to contact me BEFORE you leave and as soon as you return in order to make up work missed—my email and answering machine work 24 hours a day. You would not leave town without informing your employer first; your professors deserve the same consideration. This is not about punishing you; rather it is about protecting the other members of the class who were required to hand in the assignments on time.*

Artificial Intelligence Policy: In this course, using artificial intelligence software such as ChatGPT on papers, discussion boards, or quizzes is expressly forbidden and will constitute academic misconduct. Students found to have used AI tools to generate answers for papers, discussion boards, or quizzes in this course will receive a zero for that assignment and will be referred to the Office of Student Conduct for possible additional disciplinary measures.

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Classroom Etiquette:

1. Turn cellular phones and pagers to "vibrate." Cell phones and pagers going off during class make your instructor extraordinarily cranky, and it is not fair to disrupt the class in this or any other manner. Using electronic devices during class for any reason other than one related to the class (i.e., looking at an ebook, taking notes) is expressly forbidden.
2. All earphones not required for medical reasons must be removed from your ears during class time.
3. Talk to your neighbors only when absolutely necessary, and in a low whisper. It is important to be as considerate of one another as possible—meaning that having conversations amongst yourselves during class is unacceptable.
4. Please refrain from reading newspapers, working crossword puzzles, writing letters, taking naps, snapping gum, chewing tobacco, engaging in personal hygiene, snuggling with your sweetie, etc. during class. If you cannot concentrate, please leave the class before you start distracting me or the students around you.
5. Arriving late and leaving early are distracting to me and to the other students. If you must arrive late or leave early, please notify me before class. I reserve the right to penalize your grade for persistent late arrivals or early departures.
6. This class is only 1 hour and 20 minutes long. Barring any serious illness (e.g., vomiting or other imminent bodily explosion), there should be absolutely NO reason why you would need to leave and return at any other time. This is not a movie theater, nor is it your home: this is a classroom, and I expect you to behave in a respectful manner.
7. Generally speaking, I have no problems with students bringing guests along with them to class. However, I do appreciate it if you let me know about your guest. In particular, I understand that occasionally children may have to accompany you to class, and if they are quiet that is fine. I do



want to offer this caution though: we will be talking about some rough things this semester that are not always appropriate for young children, and I encourage you to keep that in mind.

8. During examinations, please put your books and backpacks along the front of the room. You will be required to remove any baseball caps or similar hats during exams.
9. Individuals who consistently behave in a manner distracting to his/her fellow students, as deemed by the instructor, will be warned. If warnings go unheeded, students may forfeit their right to attend this class.

Important dates to note:

\*September 9: Last day a course may be dropped without record

\*November 20: Last day to drop a class or withdraw from the University

ASSIGNMENT	VALUE
Chapter/Article Reviews (3)	35%
Final Research Paper	25%
Documentary Film Review	15%
Quizzes and Discussion Boards	25%

## Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/26	Course Introduction: Why does Southern history matter now?	READ: Karen Cox, No Common Ground: Confederate Monuments and the Ongoing Fight for Racial Justice, introduction WATCH: (in class) New Orleans Mayor Mitch Landrieu's May 2017 speech regarding Confederate statue removal	
9/2	The Origins of a Distinctive South: Colonial Virginia	READ: Edmund Morgan, "The Origins of Slavery in Virginia"; Kathleen Brown, "Gender and Race in Colonial Virginia"	
9/9	Slaveowners, Nonslaveowners, and Enslaved People in the Old South	READ: Tiya Miles, All That She Carried: The Journey of Ashley's Sack, prologue, introduction, and chapter 2 WATCH: "Slavery and the Making of America, part 3"	DUE: Chapter review #1 on Miles, All That She Carried, chapter 2, on 9/11
9/16	The Civil War in the Confederate South	READ: William Freehling, The South vs. The South, chapters 4 and 5 WATCH: "The Civil War, episode 8: War Is All Hell"	
9/23	Emancipation and Reconstruction	READ: David Zucchino, Wilmington's Lie: The Murderous Coup of 1898 and the Rise of White Supremacy, prologue and Book One (chapters 1-8)	
9/30	(Re)Defining the Postwar South: The "Gospel of the New South," the "Lost Cause," and "Jim Crow"	READ: Zucchino, Wilmington's Lie, Book Two (chapters 9-25)	DUE: Chapters review #2 on Zucchino, Wilmington's Lie, chapters 10-12
10/7	"Wilmington's Lie" and the Opening of the 20th Century	READ: Zucchino, Wilmington's Lie, Book Three (chapters 26-38) and epilogue	
10/14	The Meaning(s) of Progressivism in the New South	READ: Karen Cox, No Common Ground, chapters 1-2	
10/21	The Persistence of Southern Identity, from Within and Without	READ: Angie Maxwell, The Indicted South: The Public Criticism, Southern Inferiority, and the Indicted South, chapter 2 Politics of Whiteness, introduction and Part I (chapters 1-3)	DUE: Chapter review #3 on Maxwell, The Indicted South, chapter 2



10/28	The Civil Rights Movement, part one	READ: Paul Kix, You Have to Be Prepared to Die Before You Can Begin to Live: Ten Weeks in Birmingham That Changed America, prologue and parts 1, 2, 3, & 4 (chapters 1-21)	
11/4	The Civil Rights Movement, part two	READ: Paul Kix, You Have to Be Prepared to Die Before You Can Begin to Live, parts 5 & 6 (chapters 22-44)	DUE: Documentary Film Review on Sunday 11/9 at 11:59pm
11/11	The Civil Rights Movement, part three	READ: Paul Kix, You Have to Be Prepared to Die Before You Can Begin to Live, part 7 (chapters 45-52) and epilogue	
11/18	The Meaning of Confederate Monuments in the Civil Rights Era and Beyond	READ: Karen Cox, No Common Ground, chapters 3-6 and epilogue	
11/25	The South Since 1970 NO CLASS 11/27	READ: James C. Cobb, chapter 12 in Away Down South: A History of Southern Identity	
12/2	The South Since 1970	READ: James C. Cobb, chapter 12 in Away Down South: A History of Southern Identity	RESEARCH PAPER DUE THURSDAY, DECEMBER 4 AT 11:59 PM

## University/College Policies

Please see the University Policies below.

### COVID-19 Related Policies

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

### Required Class Attendance

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

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

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

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

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

## TAMU Honor Code: Plagiarism and Cheating

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

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

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

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

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

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

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

TAMU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
  - **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
  - **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
  - **Caution:** Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMU Honor Council of their intent





to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

## Use of Work in Two or More Courses

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

## AI Policies

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

## TAMU E-Mail and SafeZone

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

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

## Copyright Restrictions

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

## Students with Disabilities

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

## Student Attendance and Leave of Absence (LOA) Policy

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

## Pregnant and Parenting Students

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

TAMU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, [lorissam.cortez@tamiu.edu](mailto:lorissam.cortez@tamiu.edu)) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMU urges the student to

consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml>)).

## Anti-Discrimination/Title IX

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

## Incompletes

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

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

## WIN Contracts

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

## Student Responsibility for Dropping a Course

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

## Independent Study Course

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

## Grade Changes & Appeals

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

## Final Examination

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





## Mental Health and Well-Being

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