ANTH 4315.01/HIST 4315.01/ANTH 6315.01

Discovering the Rio Grande Valley: The Natural and Cultural History of South Texas
Fall 2018
Monday 4:40 – 7:10pm, ELABN 109

Team of Instructors:
Dr. Russell Skowronek
ELABN 317, 956-665-8085
Office Hours: M 3:00pm-4:30pm and by appointment
Email: russell.skowronek@utrgv.edu
CHAPS website: www.utrgv.edu/chaps

Dr. Juan Gonzalez
ESCN 2.620, 956-665-3523
Office Hours: 12:30-2:30pm TU/TH
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Assisted by:
Roseann Bacha-Garza (CHAPS Program Manager/Scholar)
ELAMR 1.103, 956-665-3231
E-mail: roseann.bachagarza@utrgv.edu

Textbook and/or Resource Material
Each faculty member has assigned a list of required readings, as well as additional readings. Students are responsible for completing the required readings and will be required to turn in a brief synopsis of each one. Failure to do so will result in the loss of grade points and a lowering of the final grade received in the course. Each synopsis will be turned in at the beginning of the appropriate class meeting and will also be used to indicate attendance. Failure to turn in the synopsis will result in the student being marked absent for that class. A list of the required/additional readings is as follows:

Museum of South Texas History (Skowronek)
Brush, Timothy
2005 Nesting Birds of a Tropical Frontier. Perspectives on South Texas. Texas A & M University, Kingsville. (available on blackboard)

Anthropology (Skowronek)

Brown, Marley
Geology (Gonzalez)

Required:


Biology (Guest Speaker Ms. Reyes)

Required:


Recommended:

“When rains become excessive” pp. 59-73
“Looking back: the most memorable hurricanes” pp. 77-85
“The scourge of drought” pp. 152-159
“Snow, cold and ice” pp. 160-162 and 171-177
Handouts will be provided in class or posted on blackboard.

History (Bacha-Garza)

Required:

Edinburg Bicentennial Heritage Committee, Edinburg: A Story of a Town, Edinburg, TX, 1976. (On reserve at the UTRGV library)

Kardel, Abigail, “We are Still here: Tracing U.S. Agricultural Change through the Kardel Multigenerational Farm”, The Journal of Culture and Agriculture, Vol. 36, No. 2, December 2014, pp. 142-152. (available on blackboard)

Hidalgo County Historical Society, “Eastern/Western Hidalgo County Bus Tour”, Edinburg, TX, 1981 (available on blackboard).

Recommended:


**Previous Reports Authored by Students in this class.**

Hernandez-Salinas, Sandra, Lupe A. Flores, Daniel Nicholson, Rolando Silva, Maria Vallejo, Mary Noell, Geoffrey Waters, Amanda De La Fuente, Geoffrey Shwartz, Oscar Ysasi, Pedro Rodriguez, Michelle Martinez, Eduardo Robles, Robin Galloso, Miguel Gutierrez

2012 *The Norquest Family: A Porción of Edinburg*. A Report Prepared for the Norquest Family and for the University of Texas-Pan American, Community Historical Archaeology Project with Schools Program. University of Texas-Pan American, Edinburg, Texas. (on reserve in UTRGV library)

Alaniz, Jenarae, Roland Silva, Robin Galloso, Daniel Nicholson, Editors

2013 *The Cantú Family: A Porción of Edinburg*. A Report Prepared for the Cantú Family and for the University of Texas-Pan American, Community Historical Archaeology Project with Schools Program. The University of Texas-Pan American, Edinburg, Texas. (on reserve in UTRGV library)


2014 *Atwood Acres: A Porción of Edinburg*. A Report Prepared for the Atwood Family and for the University of Texas-Pan American, Community Historical Archaeology Project with Schools Program. University of Texas-Pan American, Edinburg, Texas. (on reserve in UTRGV library)

Garcia, Janette, Santiago Lopez, Roland Silva, Jose Barrera, Kassandra Reyes, Mariana Vazquez, Tomas Perez, Felix Chavez, Ezgar Chavez, Tim Hinds, Saida Gonzalez, Felix Guerra, Elisa Mora, Christopher Scott, Serafin Hernandez, Denise Martinez, Gerry Salinas


Araiza, Annaiz, Stephen Cantu, Sara Chavez, Lizbeth DeLeon, Juan Garza, Madelyn Ibarra, Octabio Ortiz, Sandra Pichardo, Jennifer Quintero, Aram Rivera, Olivia Salazar, James Severn, Jesus A. Sierra, Mauro Sierra III, Lucas Torres, and Cheyenne Uvalle

Work in progress:

2018 Fike Farm: A Porción of Edinburg. A Report Prepared for the Fike Family and for the University of Texas Rio Grande Valley, Community Historical Archaeology Project with Schools Program. University of Texas Rio Grande Valley, Edinburg, Texas.

Book Authored by Students in this class.
Flores, Lupe A., Sandra Hernandez-Salinas, Maria Vallejo, Daniel Nicholson, Rolando Silva, Mary F. Noell, Amanda De La Fuente, Geoffrey Waters, and Geoffrey Schwarz

Course Description and Prerequisites
This course is taught by a team of faculty with research expertise in the Rio Grande Valley. This is an interdisciplinary course where students will gain an understanding of the archeology, anthropology, history, geology, and biology of this dynamic borderlands region. The course is taught through a combination of lectures, required readings, group and individual discussion, music, films, individual and group writing assignments, and hands-on research.

Themes/topics that will be discussed include, but are limited to: Indigenous cultures, race and ethnicity, cartography, institutions, political economy, women, gender relations, family and land history, and the environment.

Learning Objectives/Outcomes for the Course / Mission/Goal of CHAPS
The Community Historical Archaeology Project with Schools (CHAPS) was established in 2009 to:
1) Create archaeologically and historically literate citizens who are aware of the local culture and natural history and of its importance to the future of the Rio Grande Valley.
2) Help local school districts develop interdisciplinary K-12 curriculum to prepare students for future enrollment in the STEAM subjects.
3) Teach students the importance of stewardship to include site preservation, ethics and laws that affect our non-renewable local resources.

Classroom Structure:
Students will experience a combination of classroom and “field” activities. During the first months of the semester, CHAPS Program team members will meet with students and provide instruction in the form of lectures, reading discussion, documentaries, workshops, or related formats. The latter part of the semester will be used to conduct off-campus activities, though there might be classroom meetings as well. The main project will consist of conducting the following research on the Luna family and its property: oral history, archeological research, land ownership/title, GIS mapping, and
biological research. Students will receive guidance from the lead instructor as well as the team of faculty who will assist throughout the semester.

To participate in the class **ALL students must sign a release of liability form.** We will be working on private and public property and must be responsible for our own safety. These forms will be completed on the first day of class.

**Service Learning—Hands-On Research**

Students will have the unique opportunity of conducting on-site research focusing on one of the main themes of the class with the guidance of the CHAPS Program team members. For the end of term project, students will conduct field work incorporating research techniques, if possible, in the fields of anthropology, archeology, history, geology, and biology (subject to land access). The class will focus on investigating the **Luna** family and their lands in Edinburg. Students will incorporate all of their findings and sources (land deeds, transactions, oral histories, genealogy, maps, GIS mapping/research, and geological research) in an end-of-semester research project. Students will work in teams and will collaborate in the completion of a synthetic report documenting the story of the land and its residents. **All students are expected to be actively engaged in all aspects of the research and documentation process including classroom, lab, and field work. This means mandatory attendance.** Specific details about the project will be given during the first weeks of class.

Specifics will be given by each CHAPS Program instructor on the nature of research in his/her field. For example, students will get training on how to conduct oral history interviews, conduct land title research, and conduct field surveys in wildlife preserves to familiarize themselves with the diverse flora and fauna of southern Texas. Students will also do secondary source reading to familiarize themselves with the development of the Rio Grande Valley from various disciplinary perspectives. In short, students will gain an understanding of the uniqueness of the region.

Students will present their findings to the class as well as to the collaborating family. This is a somewhat formal oral presentation, making use of power points or other methods of illustration. Specifics about the research project and its requirements will be discussed in more detail during the first weeks of class.

**Learning Objectives for Core Curriculum Requirements**

1. Students will comprehend the origins and evolution of a regional farming/agricultural family from their arrival in Edinburg and throughout their experiences with political systems, commercial agriculture business, and civil and human rights issues. Research will focus on family genealogy, land ownership, tenure and transactions as well as community engagement across a range of historical periods.
2. Students will analyze effects of historical, social, political, economic, cultural and natural forces on the family under this study.
3. Students will understand the evolution and current role that this family has in the region as it pertains to commercial agriculture and community engagement.
4. Students will learn to differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
5. Students will learn to recognize and apply reasonable criteria for acceptability of historical evidence and social research.
6. Students will identify and understand differences and commonalities within diverse cultures of the region.
7. Upon completion of this class, students will have experience developing their Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, as well as participate in learning activities that require Teamwork, Social Responsibility, and Personal Responsibility as outcomes set by the Texas Higher Education Coordinating Board (THECB).

Grading Policies
Attendance is mandatory, as is participation in the research projects that will be carried out over the course of the semester. Absences will require a valid excuse. A student who compiles 3 unexcused absences may be dropped from the class, or may lose a full letter grade. Graduate students will be expected to lead group projects and supervise undergraduate students throughout the semester activities. Late work will receive partial credit and will effect discussion grade scores. Grades will be calculated using the following scale: 90% or more A; 80% or more B; 70% or more C; 60% or more D. UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F).

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Calendar of Activities
The UTRGV academic calendar can be found at [https://my.utrgv.edu/home](https://my.utrgv.edu/home) at the bottom of the screen, prior to login. Some important dates for fall 2018 include:

**Important dates for Fall 2018 include:**

- August 27: First day of classes
- August 30: Last day to add a course or register for fall 2018
- September 3: Labor Day – NO classes
- November 14: Last day to drop a course; will count toward the 6-drop rule
- November 22 - 24: Thanksgiving Holiday – NO classes
- December 6: Study Day – NO classes
- December 7 - 13: Final Exams
- December 14 – 15: Commencement Exercises

**Course Schedule: (subject to change: check your e-mail daily)**

**August 27:** Introduction to the class; Luna Family background; **Homework:** READ: Brush 2005:10-30, READ: Tracking US Agricultural Change (Kardel), READ: unpublished manuscript Norquest Swarming of the Wetbacks article P. 1-2,23-26, **Assignment:** 2-page historical research paper: US/Mexico Borderlands 1916

**September 3:** Labor Day, no class
Friday, September 7th - Border Studies Archive (BSA – 3rd floor in our UTRGV library) visit with Shantal Brissette/Rocio Diaz – Oral History Interviews techniques and training (sign up for 1 of the following 3 sessions 10:00am, 12:00 noon and 2:00pm)

*September 8 (Saturday): Visit to MOSTH 10:00am for tour by Dr. Lisa Adam/Dr. Skowronek on the Human Geography of the Rio Grande Valley (students must attend/mandatory) Synopsis due: Brush, Synopsis due: Norquest article

September 10: Plan chapter groups for class report; Luna Family to visit our class; Schedule oral history interviews by group; 2-pg paper due on US/Mexico Borderlands 1916, Synopsis due Kardel, Homework: READ: Brown 1978; READ: Archaeology and Geology chapters Norquest, Cantu, Atwood, Eubanks, Bair, Roegiers reports; READ: Gonzalez/Skowronek/Lovett-Deflation Trough article.

September 17: Oral History overview-form groups/develop questions; Archaeology lecture, Dr. Russell Skowronek; Geology Lecture, Dr. Juan Gonzalez; Synopsis due Gonzalez/Skowronek/Lovett; Synopsis due Brown; Synopsis due Archaeology/Geology chapters of (4) Norquest, Cantu, Atwood, and Eubanks reports Homework: READ: Mathis & Matisoff, READ: (4) CHAPS class reports Norquest/Cantu/Atwood/Eubanks – Biology chapters

September 24: RGV Native Plants & Animals lecture, Ms. Becky Reyes, Synopsis due Mathis & Matisoff; Synopsis due Biology chapters Norquest, Cantu, Atwood, Eubanks, Bair and Roegiers reports; Homework: READ: Border Sanctuary: The Conservation Legacy of the Santa Ana Land Grant (chapters 2, 3, and 4 – pages 30-82)

October 1: Santa Ana Wildlife Refuge class trip – native plants and animals; Synopsis due Border Sanctuary, Homework: READ: Hidalgo County Bus Tour; READ: Edinburg: Story of a Town,

October 6 – Rio Grande Delta International Archaeology Fair – Palo Alto Battlefield, Brownsville (optional)

October 8: In the field – schedule to be discussed

October 15: In the field – schedule to be discussed

October 20/21 – South Texas (Way South) Pow Wow, Lark Community Center, McAllen (optional)

October 22: In the field – schedule to be discussed

October 29: RGV History Lecture, Land Title Search Lecture, Ms. Bacha-Garza; Synopsis due Hidalgo Co Bus Tour; Synopsis due Edinburg: Story of a Town Homework: oral history interview transcriptions

November 5: TRANSCRIPTS DUE (Oral histories) to be submitted to the Luna family members for review; In-class work day – Outline of Chapters to be constructed
November 12: Rough outline of chapter assignment submit online to professor. Will return with comments by Friday, November 17

November 6 – November 25: work on completion of chapter drafts consisting of chapters with citations, photos and images, appendices with oral history transcriptions, family tree, property/land title history, etc.

November 26: Submit completed chapters as a draft for professors’ review.

December 3: Chapters returned to students with professors’ preliminary comments for review and revision by students; FINAL REVISIONS of Transcriptions DUE; Class power point presentation of Luna Family research – dry run – for critique by professors; submit revised report with edits/corrections

December 6: Return reports to students with professors’ final comments.

December 10: Finalized manuscript draft submitted; Final presentation to the Luna Family and DRAFT manuscript given to family (at later date)

NOTE: Final versions will follow the format found in all previous published reports on the Norquest, Cantu, Atwood-Evins, Eubanks, Bair, and Roegiers families which include:

- Table of Contents
- List of Figures
- Captions with attribution for ALL figures
- Chapters- (earlier drafts, and approved by the family—signature and date required)
- Maps will have scales and north arrows
- Artifacts (if found) will be photographed with scales
- Land Transactions (Parcel Number) and chain of title
- Tables
- Oral histories (accompanied by the draft versions with corrections indicated, signed and dated by the interviewee). There must be signed release forms
- References/Bibliography (complete citations that include: date, publisher, location, and if an article Volume, number and pages)

Recap of Homework items/project due dates:

Saturday, September 8, 2018: 1-page synopsis Timothy Brush article, 1-page synopsis due Norquest article

Monday, September 10, 2018: 2-page special topics paper, 1-page synopsis Kardel article

Monday, September 17, 2018: 1-page synopsis Brown article, 1-page synopsis Gonzalez/Skowronek/Lovett article, 1-page synopsis CHAPS reports of Geology/Archaeology chapters in Norquest/Cantu/Atwood/Eubanks/Bair and Roegiers reports

Monday, September 24, 2018: 1-page synopsis Mathis/Matisoff article, 1-page synopsis Biology chapters in Norquest/Cantu/Atwood/Eubanks/Bair and Roegiers reports

Monday, October 1, 2018: 1-page synopsis Morgan (Border Sanctuary) book chapter
Monday, **October 29, 2018**: 1-page synopsis Edinburg Sotry of a Town book, 1-page synopsis Easter/Western Hidalgo County bus tour, Oral history interview transcriptions

Monday, **November 5, 2018**: Oral history transcriptions due (will be submitted to Luna Family)

Monday, **November 12, 2018**: Rough outline of chapter assignment submit online to professor.

Monday, **November 26, 2018**: completed chapters as final draft for professors’ review

Monday, **December 3, 2018**: FINAL REVISIONS of Transcriptions; Class power point presentation of **Luna** Family research – dry run –

Monday, **December 10, 2018**: Finalized manuscript draft submitted; Final presentation to the Luna Family

**Other Course Information**

**Communication**: Per UTRGV policy, all email communication between the UTRGV faculty and staff and students must be conducted through the students' official University supplied Vaquero Mail account. Therefore, please use your UTRGV assigned Vaquero Mail for any correspondence with UTRGV faculty and staff. Other emails may be blocked by the spam filter. You are responsible for the consequences of an undelivered or delayed email that are blocked by the spam filter. For online courses students should use the email system in Blackboard.

**UTRGV Policy Statements**

Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

**STUDENTS WITH DISABILITIES**: Required on all syllabi. Do not modify.

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact **Student Accessibility Services (SAS)** as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

**Student Accessibility Services**:

**Brownsville Campus**: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu, **Edinburg**
Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD: Required on all syllabi. Do not modify. Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Module 1    October 4 – 10
Module 2    November 29 – December 5
Full Fall Semester    November 15 – December 5

ATTENDANCE: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy. Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY: Recommended on all syllabi. As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE: Required on all syllabi. Do not modify. In accordance with UT System regulations, your instructor is a "Responsible Employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy. According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more
than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**STUDENT SERVICES:** Recommended on all syllabi.

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor's office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

**STUDENTS WITH DISABILITIES:**

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- Fall 2017 Module 1: Oct. 5 – Oct. 11
- Fall 2017 Module 2: Nov. 29 – Dec. 5
- Fall 2017 (full semester): Nov. 15 – Dec. 6

**ATTENDANCE:**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. See grading policy above for additional information.
SCHOLASTIC INTEGRITY:
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