

**SYLLABUS**  
**CULTURE AND SOCIETY**  
**ANTH 2300.810/820**  
**FALL 2018**

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Office Hours: Tuesdays 2:00- 3:30,

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Instructional assistants (IAs) are here to help you! IAs are available by appointment for meetings online or over the phone. Please email your IA to set up a meeting at a time that fits your schedule. (I will assign students to an IA the second week of class.)

\*Please allow 48 hours for responses to email inquiries.

**Course Description**

Humans are social and cultural beings; our very survival depends upon it. This course introduces students to the field of cultural anthropology, which is the study of human cultures in their diversity and variations. Rather than providing a collection of facts about other cultures, however, this class attempts to help students understand, and utilize, the general approach anthropologists take when they study a culture; in other words, it will help you to *think like* an anthropologist. This class thus focuses on learning how to ask critical questions, rather than simply offering an inventory of answers.

Thinking like an anthropologist is a critical life and career skill in our globalized world. We interact with people from different cultural backgrounds than our own at a more rapid pace than ever before and across all domains of life. Furthermore, every day we see ample evidence of how social institutions and cultural norms influence everything from the distribution of wealth to the fate of the climate. Understanding humanity's social and cultural diversity, and being able to approach cultural diversity intelligently when you face it in your daily life, is one of the most important skills you can develop as a student. From politics to

language to our understandings of social differences, this course will introduce you to the diversity and the commonalities in human societies and shed light on what it means to be human.

### **Course Objectives**

- Learn key anthropological concepts and theoretical approaches
- Learn and practice methodologies used by cultural anthropologists
- Become more aware of the complexity and diversity of cultures and societies within the United States and around the world
- Gain an understanding of your own experiences as a cultural and social being

### **Required Texts and Other Readings**

One textbook is required for this course, entitled *Cultural Anthropology: Global Forces, Local Lives, 3<sup>rd</sup> edition*, by Jack David Eller. (MAKE SURE YOU GET THE THIRD EDITION!) The text is available at the UNT University Bookstore. Additional articles and other required course materials will be posted on our course webpage for your downloading pleasure. All readings listed on the syllabus are required.

### **NAVIGATING THE COURSE**

Some students find online courses daunting or confusing, but this course is designed to be straightforward and user-friendly. Everything that you turn in is through Blackboard. The structure of the course is as follows:

- The class is divided into 15 Lessons, which run from Monday to Sunday (except where otherwise noted).
- For each Lesson, you will complete the following:
  1. Assigned readings from the textbook.
  2. A lesson on Blackboard (found under “Units and Lessons”) that expands on the textbook reading.
  3. Two articles to read on Blackboard – the links to these will be in the lessons on Blackboard.
  4. A short quiz found on Blackboard (under “Quizzes and Exams”) covering the assigned articles for the week, or an exam found on Blackboard (under “Quizzes and Exams”) for Lessons 5, 10, and 15.
  5. Four posts: a “reflection post” and a “response post” (see below) for each of the article readings. These are submitted through Blackboard.

**The readings, discussion posts, and quizzes will always be due on Sunday by Midnight (CST) (except for Lesson 15, which is due on Thursday).**

NOTE: There is no quiz for Lesson 1, but there are introductory exercises that you must complete for credit (see below). In addition, you will also take exams at the end of Lessons 5, 10, and 15; these will also be available through Blackboard. Please check the course schedule below for specific dates.

## EVALUATION AND EXPECTATIONS

### Course Expectations

This course requires significant engagement with new and sometimes academically rigorous materials. Further, we may cover content in this course that challenges your personal beliefs and opinions. I do not expect you to agree with course materials in order to do well in this class, but I do expect you to a) approach these topics in an open and intellectual fashion and b) use course content and the provided resources to complete assignments, exams, and your final paper. Comments that are disrespectful to your classmates and/or myself will not be tolerated.

### Grades

Students can earn up to 1000 points for the semester.

All grades will be assigned based on the following grading scale:

900-1000 Points	=90-100%	= A
800-899 Points	=80-89%	= B
700-799 Points	=70-79%	= C
600-699 Points	=60-69%	= D
0-599 Points	=59% and less	= F

### Calculating Your Grade

A total of 1000 points are available in this class. To calculate your grade at any given moment, you divide the number of points you have received by the number of points possible at any given point in time.

### Grade Breakdown

Lesson 1 Introductory Exercise	24 points
Film Analysis	100 points
Discussion Posts/Responses	12 weeks x 24 points = 288 points
Quizzes	12 quizzes x 24 points = 288 points
Exams	3 exams x 100 points = 300 points
<b>Total points</b>	<b>1000 points</b>

### Lesson 1 Introductory Exercise (24 points)

The first week, instead of the usual quiz you will complete an introductory exercise that will introduce you to the class, and class members to each other. Follow the instructions given in the "Lesson One – Orientation" for the details.

- First, do the "Class Map" assignment (Units and Lessons -> Lesson 1 Orientation -> Class Map link)
- Then, open the "Class Roster assignment" to post a photo of yourself.
- Finally, create a discussion post for the "Introductions – Lesson One" discussion forum.
- You will earn up to 6 points for each of the first two assignments and up to 12 points for completing the discussion post assignment, for a total of 24 points possible. **Due Date: Sunday 9/2 before Midnight (CST)**

### **Film Analysis Assignment (100 points)**

At a point of your choosing during the semester (final deadline **12/2**), you will watch and critically analyze one film from the options below. You will write a 250-300 word response and analysis to the film **using at least two concepts** from course content and/or readings.

In your assignment, you will a) *briefly* summarize the film and its premise or major argument and b) analyze the types of representations identified in the film. In particular, you will want to think about how U.S. entertainment industry portrays different cultural identities and practices, and about the effect these kinds of representations may have in our society—both for the “mainstream” viewing public as well as the groups being represented. Or, put another way, what is the film saying about the cultural groups being represented, and what is it saying about the cultural context that produced those representations? As you watch the film, you may want to consider how media depictions of different cultures represent:

- Gender and gender relations
- ‘Race’ and race relations
- Socioeconomic class
- Ethnicity and cultural identity
- Sexuality and sexual orientation
- Normalcy and deviance
- Nonhuman nature (animals, specific landscapes and places) and human-nature relations
- What is represented as ‘natural’ and/or ‘unnatural’
- What capacities for action are portrayed, and how are they distributed between different actors

In your paper, draw links between particular aspects of the film and broader cultural contexts/processes (historical or contemporary). You can choose one of the following three films (all are available for online viewing through the UNT media library):

1. Reel Injun
2. Reel Bad Arabs
3. Latinos Beyond Reel

You can submit this paper at any point during the semester that works with your schedule, however, all papers must be turned in by the end of Lesson 14, on Sunday **12/2 at 11:59 PM**. You will submit your paper on Blackboard using Turnitin. Your paper should be double-spaced, with 12-point font and 1-inch margins on all sides.

### **Discussion Board: Reflection and Response Posts (24 points each)**

- Each week (except weeks with scheduled exams), you will be assigned two readings available as articles on Blackboard. After reading the articles, you will submit a reflection post (100-150 words) on each reading AND respond to one of your classmates’ posts for each reading (100-150 words). The idea is to create a dialog between you and your fellow students regarding important issues and topics raised in the readings.

- Original posts and responses to classmates' posts for each reading are due **every Sunday at 11:59 PM**, except where otherwise noted. However, please try to submit your original posts earlier in the week to give your classmates an opportunity to respond!
- You will earn 6 points per post, with a total of four posts each week, so it is possible to earn up to 24 points each week for your discussion posts.
- To succeed at this assignment: in your posts, try to "think like an anthropologist." What stood out to you in the article? What aspects of the featured culture did you find interesting? Why? How did they relate to the readings or to the weekly course themes? Be specific. Don't just state facts from the articles – I want you to really reflect on them. You can even quote from the readings to support what you are saying (although note that quotes will not be included in your total word count).
- For those who may not have participated in online discussions before, it's okay to have different opinions from others; in fact, that's part of what can make online discussions so rich and vibrant! Just remember to address those differences in a courteous manner. If you have a different opinion or idea about something, support what you are saying with evidence from the article or your own experiences.
- If a post contains offensive or disrespectful language, it will be removed and the student will receive 0 points for that week's discussion board grade.
- Students may not make up discussion board posts after the due date has passed unless there is a university documented emergency.

### **Quizzes (24 points each)**

- Quizzes are **due on Sundays by 11:59 PM**, except where otherwise noted. Be sure to read carefully the schedule at the end of this syllabus and watch for announcements to tell you of any changes in due dates.
- You will have 12 quizzes this semester.
- Each quiz is comprised of eight true/false questions. You get three points per correct answer, for a possible of 24 total points.
- The questions will cover the two articles assigned for that week.
- The quizzes are timed. **You will have 30 minutes to take the quiz once you have started it.** You will not be able to stop and come back once you have started the quiz, so when you sit down to take your quiz, make sure you have enough time to complete it. **You will not be able to submit any answers after the 30 minutes are up.**
- Students may not make up quizzes after the due date has passed unless there is a university documented emergency.

### **Exams (100 points each)**

- There are three exams in this class. Check the Schedule in this syllabus and note when each is due.
- Each exam will consist of multiple-choice questions.
- Exams are not cumulative.
- **Once you start a test, you have 90 minutes to finish it. However, do not wait until the last minute! The exam will automatically end when the exam closes (i.e. 11:59 pm on Sunday)**

- For the exams, a list of vocabulary terms for the online content will be provided; this will be our equivalent of a study guide.
- Make-up or alternatively scheduled exams will not be given unless students approach the course instructor with a University-excused absence **BEFORE** the scheduled test **OR** the student provides official university documentation of an emergency preventing completion of the exam; allowing modifications in this case is entirely at the discretion of the professor. There are no exceptions to this policy.
- Students may not reschedule exams because of out-of-town trips and/or plane reservations, as the course is online and exams can be taken even while out-of-town.
- **If you wait until the last hour to take the test, AND your computer happens to crash at that same time, the test cannot be reset for you.**
- **My advice: Don't start a test unless you're sure you can finish it. And don't wait until the last minute, as Blackboard can undergo scheduled and unscheduled maintenance.**

## **IMPORTANT INFORMATION**

**Late work:** As a general rule, I do not accept late assignments or exams unless you have made specific arrangements with me in advance, have a doctor's note, and/or otherwise have received my approval. However, if you think you will miss a grade for a reason other than a medical excuse, please get in touch with me prior to the deadline and we may be able to work something out. Even if it is for partial credit, it is better than no credit at all!

**Extra Credit:** Extra credit can be earned at any point during the semester. I will suggest several opportunities in class, and I am relatively open to creative ideas from you. Options to earn extra credit include: completing a relevant movie/documentary analysis, attending a talk/lecture on campus and writing a summary, going to a relevant cultural event, festival, or location and writing a brief summary and analysis, or creating an artistic piece such as poetry, painting, sculpture or music. You must get approval from me ahead of time for your choice, so check with me before you do the work.

**Academic Honesty:** The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. For this class, writing assignments will be submitted through Turnitin, a Web based resource that compares the text of student papers to an extensive electronic database. Writing assignments will be assessed by Turnitin for textual similarity review.

- Cheating includes the physical or electronic **distribution or use** of answers for graded components, such as discussion posts, writing assignments, and exams.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own.
- Plagiarism may be inadvertent or intentional. That is, plagiarism is still plagiarism even if you "didn't mean to do it." Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited.
- Students suspected of any of these will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. In addition, I reserve the

right to pursue further disciplinary action within the UNT legal system, which may result in your dismissal from the university.

- For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

Two more points about this: A) Just don't do it. I promise, we will be able to tell if the writing is not yours. It is better to talk with me about why the assignment is not complete, or asking for (even late) help on in-text citations, rather than passing off someone else's work as your own. B) This is also an issue of a politics of citation. When you represent someone else's thoughts/writing as your own, you are denying them credit for their intellectual work. For many of our authors, especially those who are women, persons of color, queer, and/or live outside the United States and Europe, this is yet another way in which their voices are marginalized within the western academy. Actions have meaning. Please cite your sources.

**Academic Accommodations:** The University of North Texas is committed to providing accommodation for all students with disabilities. If you have or acquire a disability that may affect your participation in class, I will strive to accommodate your needs. To ensure that the necessary accommodations are made, be sure to contact the Office of Disability Accommodation (located in Sage Hall) as soon as possible to ensure your needs are met in a timely manner. They will work with both of us to ensure proper accommodations are made. If you need accommodations, please remember that reasonable prior notice needs to be given to the Office of Disability Accommodation. Note that students need to obtain a new letter of accommodation for every semester and meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

**Basic Needs:** You can't learn if you are hungry! UNT is one of the few college campuses around the country that actually has a Food Pantry on campus. Any current UNT student in need can visit the UNT Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. In addition, there is a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center, as well as a Food Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk.

**Institutional Statement:** Each student is responsible for being aware of the information contained in the University of North Texas Catalog, Student Handbook, and semester information listed in the Class Schedule.

**Global Education Mission:** Global education is an institutional commitment to providing learning environments that provide a cross-cultural global perspective through all facets of the educational process. This institutional commitment to global education shall manifest itself throughout the entire institution, providing support for diversity, international, and inter-cultural educational opportunities. These opportunities will be institutionalized through curricular and co-curricular activities. The institutional commitment to Global Education will assist in preparing students for an increasingly technological and global society.

**TECHNOLOGY RESOURCES**

<http://it.unt.edu/helpdesk>

**NEED TECHNICAL HELP/TECHNICAL ASSISTANCE? Contact the UNT IT Helpdesk!**

**Phone:** 940-565-2324  
**E-Mail:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)  
**Location:** Sage Hall, Room 130

**NOTE:** This course syllabus is a contract issued to the student by the instructor. The instructor has the right to change or modify this course syllabus and any materials associated with it. All changes to this syllabus and/or associated materials will be issued to the student by means of dated, written addenda. The student is responsible for being aware of the information contained in this syllabus, associated course materials, and changes to each. The student is also responsible for being aware of information contained in the *UNT Catalog*, the *Student Handbook*, and the semester Class Schedule.

**WEEKLY CALENDAR**

<u>Dates</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments/ Quizzes/ Exams</u>	<u>Discussion Forums: Due Date</u>	<u>Helpful Hints</u>
<b>Lesson 1</b> 8/27- 9/2	Welcome!	None	Class Roster/Class Map assignment Due Sunday, <b>9/2 by 11:59PM</b>	Introductions Post Due Sunday, <b>9/2 by 11:59PM</b>	Google and watch Chimamanda Ngozi Adichie’s Ted Talk, <b>“The Danger of a Single Story”</b> to understand why anthropology is so important in our world.



<b><u>Lesson 2</u></b> <b>9/3- 9/9</b>	Introduction to Anthropology	1. Eller Ch. 1 2. Articles: a. Lee "Eating Christmas in the Kalahari" b. Bohannan "Shakespeare in the Bush"	<b><u>Quiz 1:</u></b> DUE Sunday, <b>9/9 by 11:59PM</b>	Reflection Posts and Responses Due Sunday, <b>9/9 by 11:59PM</b>	To help with time management and comprehension, break your readings into manageable chunks!
<b><u>Lesson 3</u></b> <b>9/10- 9/16</b>	The Concept of Culture	1. Eller pages 20-35 2. Articles: a. Watters "The Americanization of Mental Illness" b. Dettwyler "Breastfeeding and Culture"	<b><u>Quiz 2:</u></b> DUE Sunday, <b>9/16 by 11:59PM</b>	Reflection Posts and Responses Due Sunday, <b>9/16 by 11:59PM</b>	Give yourself adequate time to complete assignments.
<b><u>Lesson 4</u></b> <b>9/17- 9/23</b>	Ethnographic Fieldwork	1. Eller pages 35-42 2. Articles: a. Scheper-Hughes "Death Without Weeping" b. Sterk "Tricking and Tripping: Fieldwork on Prostitution in the Era of Aids"	<b><u>Quiz 3:</u></b> DUE Sunday, <b>9/23 by 11:59PM</b>	Reflection Posts and Responses Due Sunday, <b>9/23 by 11:59PM</b>	Focus on trying to "think like an anthropologist."
<b><u>Lesson 5</u></b> <b>9/24- 9/30</b>	The History of Anthropology	Eller Ch. 3	<b><u>EXAM 1 DUE</u></b> Sunday <b>9/30 by 11:59 PM</b> (No Quiz)	<b>No Discussion Posts Due</b>	Good luck on your first exam!

<p><b><u>Lesson 6</u></b>  <b>10/1-10/7</b></p>	<p>Economic Systems</p>	<p>1. Eller Ch. 7  2. Articles:  a. Smith "Cell Phones, Sharing, and Social Status in an African Society"  Hitchcock  b. "Rising Number of Dowry Deaths in India"</p>	<p><b><u>Quiz 4:</u></b> DUE  Sunday, <b>10/7</b>  <b>by 11:59PM</b></p>	<p>Reflection Posts and Responses Due Sunday, <b>10/7</b>  <b>by 11:59PM</b></p>	<p>Don't forget about your Film Analysis Assignment!</p>
<p><b><u>Lesson 7</u></b>  <b>10/8-10/14</b></p>	<p>Politics, Social Order, and Social Control</p>	<p>1. Eller Ch. 9  2. Articles:  a. Rogers "The Evolution of Inequality"  b. Lappe and Collins "Why Can't People Feed Themselves?"</p>	<p><b><u>Quiz 5:</u></b> DUE  Sunday, <b>10/14</b>  <b>by 11:59PM</b></p>	<p>Reflection Posts and Responses Due Sunday, <b>10/14</b>  <b>by 11:59PM</b></p>	<p>Think anthropologically about how power and politics work in your own life!</p>
<p><b><u>Lesson 8</u></b>  <b>10/15-10/21</b></p>	<p>Sex and Gender</p>	<p>1. Eller Ch. 5  2. Articles:  a. Williams "The Berdache Tradition"  b. Nanda "The Hijras: An Alternative Gender in India"</p>	<p><b><u>Quiz 6:</u></b> DUE  Sunday, <b>10/21</b>  <b>by 11:59PM</b></p>	<p>Reflection Posts and Responses Due Sunday, <b>10/21</b>  <b>by 11:59PM</b></p>	<p>Consider, what kinds of messages do we get about gender from the media? How do these messages influence our cultural understanding of gender, sex, and sexuality?</p>

<p><b><u>Lesson 9</u></b>  <b>10/22-</b>  <b>10/28</b></p>	<p>Race and Ethnicity</p>	<p>1. Eller Ch. 6  2. Articles:  a. AAA Statement on Race  b. Scheper-Hughes "The House Gun: White Writing, White Fears, and Black Justice"</p>	<p><b><u>Quiz 7:</u></b> DUE Sunday, <b>10/28 by 11:59PM</b></p>	<p>Reflection Posts and Responses Due Sunday, <b>10/28 by 11:59PM</b></p>	<p>How has this week's lesson helped you to "think anthropologically" about racial and ethnic difference in the United States?</p>
<p><b><u>Lesson 10</u></b>  <b>10/29-</b>  <b>11/4</b></p>	<p>Cultural Tradition and Culture Change</p>	<p>Eller Ch. 11</p>	<p><b><u>EXAM 2 DUE</u></b> Sunday <b>11/4 by 11:59PM</b>   <b>(No quiz)</b></p>	<p>No Discussion Posts Due</p>	<p>Good luck!!</p>
<p><b><u>Lesson 11</u></b>  <b>11/5-</b>  <b>11/11</b></p>	<p>Marriage and Kinship</p>	<p>1. Eller Ch. 8  2. Articles:  a. Goldstein "When Brothers Share a Wife"  b. Nanda "Arranging a Marriage in India"</p>	<p><b><u>Quiz 8:</u></b> DUE Sunday, <b>11/11 by 11:59PM</b></p>	<p>Reflection Posts and Responses Due Sunday, <b>11/11 by 11:59PM</b></p>	<p>Consider, do you have relationships with people whom you consider "family", but with whom you do not have biological or marital ties?</p>
<p><b><u>Lesson 12</u></b>  <b>11/12-</b>  <b>11/18</b></p>	<p>Language and Communication</p>	<p>1. Eller Ch. 4  2. Articles:  a. Boroditsky "How Language Shapes Thought"  b. Pagel "War of Words"</p>	<p><b><u>Quiz 9:</u></b> DUE Sunday, <b>11/18 by 11:59PM</b></p>	<p>Reflection Posts and Responses Due Sunday, <b>11/18 by 11:59PM</b></p>	<p>Critically reflect: do you think that language shapes the way we perceive and think about the world around us? Why or why not?</p>

<p><b><u>Lesson 13</u></b> 11/19-11/25</p>	<p>Religion and Magic</p>	<p>1. Eller Ch. 10 2. Articles: a. Jost "Understanding Islam" b. Del Guercio "The Secrets of Haiti's Living Dead"</p>	<p><b><u>Quiz 10:</u></b> DUE Sunday, 11/25 by 11:59PM</p>	<p>Reflection Posts and Responses Due Sunday, 11/25 by 11:59PM</p>	<p>If you haven't completed your Film Analysis Assignment yet, it is time to get on it!</p>
<p><b><u>Lesson 14</u></b> 11/26-12/2</p>	<p>Culture and Art</p>	<p>1. Ember and Ember Ch. 15 (note this is not your textbook, you will find this available for download on Blackboard) 2. Articles: a. Simmons "Where Fat is a Mark of Beauty" b. Miner "Body Ritual of the Nacirema"</p>	<p><b><u>Quiz 11:</u></b> DUE Sunday, 12/2 by 11:59PM  <b>Film Analysis Assignment DUE Sunday 12/2 by 11:59 PM</b></p>	<p>Reflection Posts and Responses Due Sunday, 12/2 by 11:59PM</p>	<p>Perhaps go to a museum or an art show and put some of these ideas to work!</p>
<p><b><u>Lesson 15</u></b> 12/3-12/6</p>	<p>Practicing Anthropology in a Postcolonial World</p>	<p>1. Eller Ch. 13 2. Articles: a. Keating "Spirits of the Forest" b. Kunzig "Population Seven Billion"</p>	<p><b><u>Quiz 12:</u></b> DUE <b><u>THURSDAY, 12/6</u></b> by 11:59PM</p>	<p>Reflection Posts and Responses Due <b><u>THURSDAY, 12/6</u></b> by 11:59PM</p>	<p>Note that the quiz and discussion posts are due on <b><u>Thursday</u></b> this week!</p>
<p><b><u>FINAL EXAM</u></b></p>	<p><b><u>Final Exam: Exam 3</u></b></p>	<p><b><u>Final Exam: Exam 3</u></b></p>	<p><b><u>Final Exam: Exam 3</u></b></p>	<p><b>Final Exam Due: Thursday, 12/13/18 by 11:59pm</b></p>	<p>Good Luck on the final and enjoy your winter break!</p>