

Course Syllabus ANTH 4021 | Development of Anthropological Thought

Department of Anthropology | University of North Texas

Meetings:

August 29, 2022 - December 12, 2022

Monday and Wednesday 02:00 PM – 03:20 PM (CST)

Room: ENV 120

Instructor:

[Dr. Jamie K. Johnson, Senior Lecturer – Department of Anthropology](#)

[Lambda Alpha National Honor Society Sponsor, Texas Eta Chapter](#)

[Affiliated Faculty, Women’s and Gender Studies](#)

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Office location: 124 Sycamore Hall | **Office phone:** 940-369-5403

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Instructional Assistant:

[Gi Giamarqo, Applied Anthropology Master’s Candidate – Department of Anthropology](#)

Office location: Sycamore Hall Anthropology Dept. Lounge

Office hours: Monday, Wednesday, Friday, 3:30 – 4:30 PM (CST), and by appointment.

Click here to [Schedule an Appointment!](https://calendly.com/gigiamarqo) (<https://calendly.com/gigiamarqo>)

Email: gi.giamarqo@unt.edu

Communication

- **Use your Canvas or UNT email account to CONTACT US and schedule appointments. Include “ANTH 4021” in the subject line (e.g., ANTH 2041 – Question about X).** Emails lacking this may not be answered.
- **Emails are not text messages**, even if sent from your mobile device. **Be professional.**
- **Response time:** Please allow 24 hours on weekdays. I don’t check email on weekends or holidays. I teach four classes; **if you don’t hear from me in 24hrs, email me again.**
- **Set your Canvas notifications to stay current with course announcements.** Check your UNT email account frequently

Course Description

Commencing with Western philosophical foundations of anthropological thought, students in this class will critically read original texts, ranging from 19th-century social science and evolutionary theory to 20th-century schools of anthropology. Classroom discussion and assignments emphasize scientific, intellectual, and sociopolitical contexts and consequences of our theory and methods and identify fundamental paradigmatic shifts in conceptual and analytical approaches to understanding the origins of humanity and the nature of society and culture.

Pre-requisites: ANTH 1010, ANTH 2300, or consent of the department

Recommendations: Recommended for Anthropology Majors with Junior or Senior standing

Course Goals

This course is designed to provide anthropology majors and minors with a foundation in the history of anthropological thought. The readings, lectures, discussions, and written work will familiarize you with the following:

- Canonized social scientists and anthropologists whose work exemplifies major schools of social scientific thought throughout the late 19th and early to the mid-20th century.
- Marginalized voices and authorship, including but not limited to BIPOC scholars and “research assistants” whose work is all but disappeared from so-called “Tier 1” publications.
- The intellectual, political, and social consequences of Eurocentric, androcentric, and otherwise racist/sexist/xenophobic perspectives throughout the development of the discipline.
- Supporting bodies of evidence and broader contexts which yield specific theoretical trends.
- A primarily chronological, theoretical trajectory of the discipline.

In 15 weeks, you will emerge from the isolation of your favorite reading nook and intentionally forget everything you have learned—juuuust kidding. If you take this class seriously, you will come away with a fundamental understanding of foundational anthropological concepts and models used to examine, describe and explain the human experience. You will also understand the major **critiques** of early anthropological scholarship, including its contribution (implicit or indirect, complicit or direct) to racist, sexist and nationalist ideologies.

Learning Objectives

- Learn **how** to study, comprehend and articulate canonized theoretical frameworks and perspectives;
- Recognize the relationship between **scientific paradigms, scholarly agendas, and broader intellectual and popular impacts.**
- Identify and convey how **context** inspires and influences ethnographic research and writing - this especially applies to 20th and 21st-century **critiques** of foundational theories.
- Contemplate, compare, contrast - and perhaps contest - different **concepts of culture.**
- Sharpen and hone your **analytical skills** as you locate **supporting evidence** (data) for your scholarly claims and effectively **support your written and verbal arguments with solid evidence.**
- Gain proficiency in employing **Chicago Style citations** and bibliographic references.
- Discover and develop your own “**anthropological lens.**”

Course Materials

The syllabus, schedule, some required readings, and supplementary course materials are available on Canvas.

Required textbooks: If you wish to purchase previous editions, *caveat emptor* –not all readings are available in older editions. Many students prefer the McGee and Warms textbook because it contains footnotes. **However**, these are not a substitute for the assigned readings. **If abstracts refer only to footnotes and not to the original source material, you will not receive full credit for your work.**

- 1) Erickson, Paul L, and Liam D. Murphy. 2017. **Readings for a History of Anthropological Theory.** 5th edition. Toronto: University of Toronto Press.

This textbook is available to you free of charge ONLINE through the UNT Library. Five copies are available, so no more than five students can access the book simultaneously. Please do not download book chapters, as it prevents others from accessing materials. <https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=4931392>

- 2) McGee, R. Jon, and Richard L. Warms. 2017. **A History of Anthropological Theory**, 6th edition. Lanham: Rowman and Littlefield.

The assigned McGee and Warms are in their 6th edition; however, the 5th edition is on 2 hour course reserve at the Willis Library.

This textbook must be purchased through the UNT Barnes and Noble library or through Voertman's (please note, Barnes and Noble will price-match most outside sellers)

Course Prerequisites

Please see Canvas for a comprehensive list of prerequisites and resources.

- **Proficiency using the UNT Library search engine, databases, online journals, and other digital resources.**
 - **Locate the Anthropology Subject Guide** on the UNT Library homepage.
 - <https://guides.library.unt.edu/ANTH4021>
 - The Anthropology Subject Guide will link you to academic resources, from books and articles to websites and videos.
 - **Bookmark the weblinks to the AAA, and Chicago Manual of Style** and class posted examples to help you correctly cite reference materials.
 - If you need help, please reach out to me or our social sciences librarian, Jen Rowe, at jennifer.rowe@unt.edu.
- **Proficiency using Canvas is required for accessing course materials and submitting assignments.**
 - <https://unt.instructure.com/> If you have never used Canvas or need help, locate the global navigation menu (left of the course menu); at the bottom is a **Help** link which will take you to the Help Desk and Canvas guides.
- **Proficiency using college-level English and word processing software is required for all written assignments.** If you need help, please visit the UNT Writing Lab - contact info is listed at the end of this syllabus.

Assignments and Assessments

Successful completion of ANTH 4021 requires six (6) main deliverables:

- **1** Student Introduction and Syllabus Acknowledgement
- Attendance and Participation
- **6** Written Reading Abstracts
- **6** Participatory Classroom Discussion Questions (to coincide with Abstracts)
- **2** Formal Paper/Projects (one at mid-semester; one at end-of-semester)
- **5** "Earn some points!" Extra credit assignments

Student Introduction and Syllabus/Schedule Acknowledgement

By Friday, September 02, 2022, students will submit into a discussion board

50 points

- 1) a brief personal introduction
- 2) an acknowledgment of having read and understood the course syllabus and course schedule

Attendance and Participation

100 points

Please read the **Attendance Policy** below to understand how attendance will be taken and graded.

Each week, students are required to read one or two assigned readings. Readings should be prepared in advance of the class period for which they are assigned.

6 Reading Abstracts @ 100 POINTS EACH

500 points

Instructions

Scholarly writing is both a skill and an art – one which takes *practice* – and builds keen skills like reading comprehension, critical thinking, evidentiary support, and descriptive composition. As you learn how to read and write anthropologically, these abstracts will build your chops, so to speak.

- You will have the opportunity to complete **6 Abstracts** by the end of the course, worth 100 points each. **I will take the best 5 scores out of the 6 abstracts you submit towards your final grade.**
- **You may choose which weeks you would like to craft and submit an Abstract assignment, BUT at least 3 Abstracts must be completed and submitted between Weeks 2 – 9; the other 3 may be completed between Weeks 9 – 15. PLAN ACCORDINGLY.**
- Most weeks contain **two** assigned readings. **Read *both* assigned weekly readings** with the following components in mind, taking detailed notes as you go along.
- You may write your abstract and discussion question **over one or both** of the assigned weekly readings.

Abstracts will consist of the following three major (3) components:

- **(75 points)** One (1) formal, single-spaced, 11-12pt font, properly formatted, **properly CITED**, 250 - 300-word synopsis, demonstrating the following five (5) components:
 - **(15 points)** the author's **main argument** or thesis;
 - **(15 points)** notable supporting information, i.e., **the context** surrounding the article, including but not limited to **at least one** of the following:
 - the prevailing scientific paradigm
 - the social/political/religious/historical context
 - the author's personal context.
 - **(15 points)** a compelling piece of **supporting evidence** (data) the author used to make their claim (e.g., what group or community they studied or collaborated with, how they evidence their assertion or argument, how they came to their overall argument or conclusion); this can be expressed as a contextualized quote, paraphrase, or explicit mention of the evidence. **All supporting evidence must be cited.**
 - **(15 points)** the **relevance/relationship** of the author's work to the other assigned reading for the week.
 - **(15 points)** the **relevance/relationship** of the author's work to **at least one** of the following elements:
 - a particular school of thought and any field methods employed
 - ethnographic writing style (positionality or bias, representation of research subjects, experimental techniques, etc.)
 - the future of the discipline (especially later on in the semester)
- **(20 points)** One (1) thought-provoking **Discussion Question** – see instructions below.
- **(5 points)** One (1) **bibliographic reference** properly formatted using Author, Date Chicago Style https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

TIPS:

- Keep a copy of this assignment rubric readily available. After you craft your Abstract assignment, look at the rubric and ensure that what you wrote has addressed every single component of the assignment.
- Often, many of the Abstract assignment components can be addressed by one or two sentences.
- Writing succinctly takes practice, do not be overly concerned about going over the word limit; a bit over the word limit is okay, but it is challenging to address a good Abstract in less than 250 words, and it is not advised to write under the word limit.

Instructions For Submission

After completing your abstract in a word document, log onto Canvas, click on the “Assignments” tab in Canvas, then click on “Reading Abstracts.” Upload the assignment by the due date, following instructions carefully. **No emailed assignments will be accepted.**

- For questions regarding readings or assignment instructions, email **24hrs in advance** of the due date.
- No make-up assignments will be allowed unless the student or their representative emails and/or calls me with a University-Approved excuse by 5:00 pm CST BEFORE the assignment is due.

I HAVE POSTED AN ABSTRACT EXAMPLE USED BY GRADUATE STUDENTS IN ANTHROPOLOGY. YOU MAY FOLLOW THIS ABSTRACT OR NOT, BUT PLEASE MAKE SURE TO INCLUDE THE ABOVE ELEMENTS TO RECEIVE FULL CREDIT.

6 Discussion Questions @ 50 POINTS EACH

300 points

Instructions

Discussion is a crucial component of our bi-weekly classroom meetings. To ensure *everyone* participates, you will contribute to classroom conversation six times (6x) throughout the semester by raising one (1) original, substantial, and thought-provoking **Discussion Question** about the weekly school of thought, article, scholar, or topic.

- Along with Abstracts, 3 Discussion Questions **MUST BE raised in class between Weeks 2 – 9**; the **other 3 MUST BE raised in class between Weeks 9 – 14**.
- This **original, substantial, and thought-provoking** Discussion Question can focus on an assigned reading, school of thought, scholar, or topic, *or* it can synthesize, critique, compare and/or contrast weekly readings or schools of thought – it can even relate to outside readings or current events. The onus is upon you to demonstrate your question’s originality and relevance.
- Submit the Discussion Question

Your six (6) Discussion Questions will demonstrate the following components:

- **(10 points) Following Instructions:**
 - **Must be asked IN-CLASS** on the week of the assigned reading (if you cannot ask your question in class, you will lose 5 points for the assignment, effectively lowering your grade from an A to an A-.
 - Must also be submitted to Canvas by on the assigned week of discussion;
 - May (or may not – your choice) use a “gripping quote” to contextualize and anchor your question directly to the reading/author.
- **(10 points) Curiosity and Critical Thinking**, this means it is original, substantial, and thought-provoking
 - **If you grab a quote or question from a theory textbook or the Web, I will know.** Please use your brain and do your own work.

- A *substantial, thought-provoking* question does not mean an overly verbose, intentionally obscure, or incomprehensible question. BIG, mundane questions can sometimes lead to fruitful conversation, provided they are.....
- **(10 points) Contextualized**, this means that BEFORE you even ask the question, you introduce the idea or quote you wish to question by situating it in terms of *at least one of the following*:
 - a particular school of thought
 - the author’s thesis
 - a particular passage or quote from the assigned reading
 - a topic or event presented as a framework for your question (real or hypothetical);
- **(10 points) Conversational**, this means that you ask in such a way as to generate conversation and to avoid the following pitfalls:
 - obvious questions (those which are answered in the reading)
 - vague or ambiguous questions (those which do not contain a *specific* subject or point of reference)
 - rhetorical questions (those asked to make a point rather than to seek an answer)
 - leading questions (in legal terms: **suggestive interrogation** – those which prompt or imply a particular answer from the respondent, often phrased as **yes/no** questions;
- **(5 points) cited**, with reference to the specific page number(s) if appropriate;
- **(5 points)** Must contain a **bibliographic reference** properly formatted using Chicago Style.

TIPS:

- You may, and are encouraged to, bring up the discussion question you crafted for the Abstract assignment.
- You may “cannibalize” the discussion question you crafted, format it as the discussion question assignment, and submit the discussion question on Canvas.
- You may bring up and submit a modified or corrected discussion question from the Abstract assignment on Canvas or bring up and submit an entirely new discussion question.

Mid-Semester Assignment

250 points

The Mid-Semester Assignment will be a **formal academic paper**. The topic for the paper will be announced with the assignment instructions at least two weeks before the Mid-Semester Assignment is due. Component(s) of the assignment must be submitted on Canvas by the due date noted in the instructions.

Mid-Semester Assignments will be graded and returned to students within 2 weeks of the due date.

Questions about the Mid-Semester Assignment grades, including grade appeals – must be presented to the Instructor within three days following receipt of the grade.

Make-up Mid-Semester Assignments will not be accepted unless the student or their representative emails and/or calls their instructor with a University-Approved excuse by 5:00 pm CST BEFORE the scheduled work is due. NO EXCEPTIONS.

End-of-Semester Assignment

250 points

End-of-Semester Assignment will be a **podcast project**. The topic for the paper will be announced with the assignment instructions at least a week before the End-of-Semester Assignment is due. The paper component of the assignment must be submitted in Canvas by the due date noted in the instructions.

Make-up End-of-Semester Assignments will not be accepted unless the student or their representative emails and/or calls their instructor with a University-Approved excuse by 5:00 pm CST BEFORE the scheduled work is due. NO EXCEPTIONS.

Grading:

1350 possible points may be earned in this course by completing the abstracts, discussions, and mid and end-of-semester assignments. The points distribution is listed below.

Introduction and Syllabus/Schedule Acknowledgement	50 possible points
Attendance: Please see Attendance Policy below. These requirements are also noted in Canvas is under the “ Start Here “ Module’s “Return to Learn” tab in the “Start Here” Module.	100 possible points
Reading Abstracts: 6 required written assignments @ 100 points each The 5 of 6 abstracts with the highest score will count towards your final point totals.	500 possible points
Discussion Questions: 6 required in-class Discussion Questions @ 50 points each Presented and asked in class AND submitted in Canvas.	300 possible points
Mid-Semester Assignment: Paper @ 200 points	200 possible points
End-of-Semester Assignment: Paper @ 200 points each	250 possible points

WE WILL TAKE THE HIGHEST OF THE MIDTERM OR END-OF-SEMESTER ASSIGNMENT

FINAL GRADE: 50 + 100 + 500 + 300 + 450 = 1400 possible points

Extra Credit Opportunities

Extra Credit - SPOT Course Evaluation:	10 points
Earn Some Points!	10 points (x5)
Other extra credit Assignments	10 points each (x TBD)

How to Calculate Your Grade: To calculate your grade at any point in time, divide the number of points you have earned by the number of points possible for required assignments. Do not rely on Canvas. Do not email me asking about calculating your overall grade. I will refer you to this section of the syllabus.

Example: $1325 \text{ (points earned)} \div 1400 \text{ (total possible points)} = 0.946... \times 100 = 95\%$

Letter grade conversion:

- A: 90-100% (Outstanding, excellent work. Well above the minimum criteria of the assignment.)
- B: 80-89% (Good, impressive work. Above the minimum criteria of the assignment.)
- C: 70-79% (Average, college-level work. Meets the minimum criteria of the assignment.)
- D: 60-69% (Below average work. Does not meet the minimum criteria of the assignment.)
- F: 59 and below (Sub-par work. Fails to complete the assignment.)

How To Be Successful in This Course

- READ the required (and recommended) assignments and do your best to learn from them;
- Participate fully in the course, i.e., get plenty of rest the night before and **stay engaged by participating in the discussions.**
- Ask questions in class *in addition* to the required discussion questions.
- Don't be afraid to make mistakes or go on a limb. Learning is a process – there are no “stupid” questions – everyone (including your instructor) is here to learn!
- Log into Canvas and check your email frequently during the week to check announcements.
- Try not to wait until the night before (or the morning of) to initially read or work on assignments and submit them.
- Check the schedule if you are unsure of a due date. **NO LATE ASSIGNMENTS WILL BE ACCEPTED WITHOUT A UNIVERSITY-APPROVED ABSENCE.**
- **Seek assistance immediately if you are experiencing *any* problems.** If your problem is technical, start with the Student Help Desk (see below). If it is conceptual or practical, contact me or the IA.
- Share what you have learned with others! The ideas you and your classmates express in your assignments are essential and valuable. Talking about what you are learning in class is a great way to retain what you have learned and to think critically about others' perspectives!

Course Policies

1) Technical Difficulties:

If you have ANY technical difficulties, follow these steps:

1. Capture an image of the issue using “print screen” or other capture features
2. Contact the Canvas Help Desk at <https://unt.instructure.com/> using the link at the bottom of the global navigation menu.
3. Give the friendly folks at the Helpdesk the following info: your Student EUID; Name & Section of the Course: Anth 4021 Development of Anthropological Thought
4. Once you have a ticket number from the Help Desk, email me (see contact info above)

If you contact me without first completing this process, you will be kindly redirected to this section of the syllabus, and the matter will remain unresolved.

2) Server Unavailability:

The University is committed to providing a reliable online course system to all users. However, if any unexpected server outage or any unusual technical difficulty prevents students from completing a time-sensitive assessment activity, the instructor will extend the time window and provide an appropriate accommodation based on the situation. Students should immediately **report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324.**

3) Late work and Make-up assignments:

Please see the **#6 Attendance Policy** below. Late work and Make-up work will **not** be accepted unless you or your representative email me with a **University-Approved excuse** 24 hours before work is due. Exceptions will be granted to those who provide legitimate documentation within 24 hours of the due date.

4) Grade Appeals:

Questions about grades – including grade appeals – must be presented to the Instructor within 3 days following receiving the grade. I am happy to go over what you missed in-office hours. My goal is for you to succeed!

5) Extra Credit:

Complete the **SPOT Course Evaluation** at the end of the semester for 10 extra credit points. Complete the **Earn Some Points! Assignments** throughout the semester. Watch for announcements about upcoming opportunities. I may be able to offer additional extra credit.

6) Attendance Policy

I reserve the right to deduct up to 100 points from your Final Grade for excessive unexcused absences. Some absences (egregious transportation issues, issues with a pet, minor non-COVID-19-related illness) do not fall under the University guidelines. We are all human, and life happens. Please communicate with me, so I do not mark your absence as unexcused. Imagine not showing up to work and not calling your employer - it's pretty much that serious. Read on:

Attendance and Participation

This course meets in a synchronous, in-person format on Mondays and Wednesdays

Explanation: You are expected to attend all in-person and any online class meetings. Check Canvas regularly and make sure to set up Canvas to notify you via email if any announcements are posted.

Expectation: If we meet virtually over Zoom, ALL students in the class Zoom meeting are required to enable their webcams. Please let me know if your PC, laptop, or mobile device does not have a working webcam. UNT has laptops available for check out for the semester free of charge.

IMPORTANT! Make-up or Late Work

Because all student work is submitted through Canvas, **only students with University-excused absences can submit make-up or late work unless you have communicated with me prior, and we have arranged an extension for an assignment due date (ideally at least 24 hours before the due date).**

Please communicate with me or Gi as soon as possible if you anticipate or think you cannot meet an assignment due date.

Unexcused Absences

- 1) Missing class without emailing the professor in advance of the missed class period
- 2) Confusion about assignment due dates

3) Oversleeping

4) Work-related absences

5) Travel-related absences

There is no way to make up unexcused absences.

7) Classroom Citizenship:

Please exercise professionalism, common courtesy, IQ, and EQ when interacting with class members and the professor. I expect you to debate with poise and grace. I absolutely will not tolerate distractions and disruptions, especially those that may be deemed bigotry, sexism, racism, misogyny, anti-Semitism, militant nativism (anti-immigrant), ableism, ageism, bullying, or **any other** forms of harassment in my classroom. Students who have witnessed or experienced *any* forms of discrimination or hatred at UNT are encouraged to contact me, and we will determine an appropriate response.

8) Copyright Notice:

Some or all of the materials in use may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner unless fair use or another exemption under copyright law applies. You **MUST** use proper citation styles (provided in the Navigation tab) when citing course material and any external sources. Egregious and/or intentional failure to cite sources is grounds for failure on assignments with no makeup opportunity.

9) Important Registrar Dates, Drops, and Withdraws:

You are responsible for your timely admission, registration, payment, and withdraws/drops. Withdrawing from a course is a formal procedure that the student must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an "F."

UNIVERSITY POLICIES

1) Academic Integrity:

Abstracts and Discussion Questions:

Once again, cite your sources! This cannot be stressed enough. Students found plagiarizing their own or others' materials (incl. Canvas, the textbook, articles, online resources, etc.) will first be given an opportunity to explain themselves. If it is determined that the student unknowingly copied work without providing proper credit, that student will be given the opportunity to re-write their assignment. All make-up work deadlines apply – one week from the due date is standard. If it is determined that the student knowingly copied work without giving proper credit, that student will be given a '0' ('F') for that assignment, and their work may be subject to additional scrutiny.

<https://www.insidehighered.com/news/2017/11/14/could-groupme-lead-cheating-guilt-association>

You will be part of an academic community in which honesty and integrity of character are central. The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat (collusion). I DO NOT TOLERATE CHEATING, COLLUSION, OR BLATANT PLAGIARISM. Any intentional academic misconduct will be swiftly and harshly dealt with.

Mid-Semester, End-of-Semester, and IAE assignments: ONLINE ESSAYS MUST BE COMPLETED ALONE. Students suspected of academic dishonesty will be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, and especially the Student Code of Conduct <http://www.unt.edu/csrr/>.

2) ODA Policy:

The University of North Texas and the Department of Anthropology makes reasonable academic accommodation for students with disabilities. I personally go out of my way for physically and neuro-diverse students. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is confirmed, the ODA will provide you with an accommodation letter. **You are responsible for initiating a private discussion with faculty regarding your specific needs in any course.** You may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member before implementation in each class. For additional information, see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at 940.565.4323.

3) Sexual Discrimination, Harassment, and Assault:

UNT is committed to providing an environment free of ALL forms of discrimination, harassment, and assault, *particularly* those of a sexual nature, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) are a victim of any acts of aggression, WE ARE HERE FOR YOU. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT’s Student Advocate, and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

Course Syllabus and Course Schedule Acknowledgement

For your first Assignment, you will introduce yourself to the instructor, the instructional assistant, and peers.

At the end of that Introduction, you will state:

I have read and understand the course syllabus, including:

- 1) When and how this class meets
- 2) The names of my Professor and Instructional Assistant and how to contact them
- 3) What this class entails
- 4) What textbooks are required and where I can locate and/or purchase them, as well as where to find supplemental readings
- 5) The six (6) major assignments and assessments
- 6) How my grade is determined
- 7) Course Policies
- 8) Attendance and Participation Policies
- 9) Policies for missed assignments and/or missed class meetings
- 10) University policies, including Academic Integrity, ODA, and Title IX

I have read and understand the course schedule, including:

- 1) How to be successful in this class
- 2) How to follow the course schedule
- 3) Each Week corresponds to a particular theme or school of thought in anthropology
- 4) Some readings will come from the Erickson and Murphy (EM) reader (available online through the University Library or at the UNT Barnes and Noble Bookstore)
- 5) Other readings will come from the McGee and Warms (MW) reader (available at the UNT Barnes and Noble Bookstore)
- 6) Still, other readings will be posted in Canvas
- 7) Readings should be prepared in advance of the class meeting
- 8) All assignments, including extra credit, are due by Friday at 11:59 pm unless otherwise noted in the assignment instructions.
- 9) Three Abstracts and Discussion Questions must be submitted before Week 9; the other three must be submitted by Week 15
- 10) The last regular class day is Wednesday, May 4th; The Final Exam presentations are on Wednesday, May 11th, from 10:30 AM-12:30 PM

This acknowledgment serves as a mutual agreement between students in this class and the professor.