

Course Syllabus

ANTH 4021 | Development of Anthropological Thought

Department of Anthropology | University of North Texas

Meetings:

January 11 - April 30, 2021

Monday – Wednesday 12:00 – 1:20pm

Last class meeting: April 21st

Monday Meetings: Online

Wednesday Meetings: GAB 104

Both the in-person and online class will be live-streamed and recorded. Recordings will be made available in Canvas; accompanying course materials and powerpoints will also be made available.

Zoom meeting URL and Passcode:

Topic: ANTH 4021 - Development of Anthropological Thought (Spring 2021)

Time: Jan 11, 2021 12:00 PM Central Time (US and Canada)

Frequency: Every week on Mon, Wed, until Apr 21, 2021, 30 occurrence(s)

Link: <https://unt.zoom.us/j/84108434309?pwd=OEs4K1zUVdjNHZVT3M1eUVWRHpwZz09>

Meeting ID: 841 0843 4309

Passcode: ANTH2021

Dial in: 346-248-7799

Instructor:

Dr. Jamie K. Johnson, Senior Lecturer – Department of Anthropology

Lambda Alpha National Honor Society Sponsor, Texas Eta Chapter

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

Appointments: Thursdays, Online only

Email: jamie.johnson@unt.edu

Instructional Assistant:

Gi Giamarqo, Applied Anthropology Master's Candidate – Department of Anthropology

Appointments: Online only, please see Canvas for student office hours or by appointment

Email: gi.giamarqo@unt.edu

Communication:

- **Use your Canvas or UNT email account to contact us and to schedule appointments.** Include "ANTH 4021" in the subject line. 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 4 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 engage in critical reading of 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 key paradigmatic shifts in conceptual and analytical approaches to understanding the origins of humanity and the nature of society and culture.

Pre-requisites: 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 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 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 certain theoretical trends;
- a mostly chronological, theoretical trajectory of the discipline.

In 15 weeks, you will emerge from the isolation of your favorite reading nook and intentionally forget everything that 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 scholarly claims, and effectively **support your own written and verbal arguments with solid evidence**;
- Gain proficiency 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 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.

<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 is in its 6th edition, however, the 5th edition of is on 2hr course reserve at the Willis Library.

This textbook must be purchased through the UNT Barnes and Noble library or through an outside seller (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** off the UNT Library homepage.
<https://guides.library.unt.edu/ANTH4021>
The Anthropology Subject Guide will link you to academic resources ranging from books and articles to websites and videos.
 - **Bookmark the weblinks to the AAA and Chicago Manual of Style**, as well as posted examples to help you correctly cite reference materials.
 - If you need help, please reach out to me or to 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 if you 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 Written and Participatory Classroom Discussion Questions
- 2 "Issues in Anthropology" Exercises (one at mid-semester; one at end-of-semester)
- 5 "Earn some points!" Extra credit assignments

Student Introduction and Syllabus/Schedule Acknowledgement

By Friday, Jan. 15th, students will submit into a discussion board

50 points

- 1) a brief personal introduction
- 2) an acknowledgement 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 @ 100pts 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. These abstracts will build your chops, so-to-speak, as you learn how to read and write anthropologically.

- 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.
- At least 3 Abstracts must be completed 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 (3) components:

- **(75 points)** One (1) formal, single-spaced, 11-12pt font, properly-formatted, 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;
 - **(15 points)** the **relevance/relationship** of author's work to the other assigned reading for the week;
 - **(15 points)** the **relevance/relationship** of author's work to *at least one* of the following elements:
 - a particular school of thought and/or
 - 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) **Gripping Quote, introduced, explained and analyzed (or questioned/critiqued)**, and **cited** with in-text citations
 - The Gripping Quote can be included within the body of the text or beneath the abstract, but it must contain the necessary elements (no dangling, uncontextualized, unexplained, or uncited quotes will be

accepted towards the abstract score).

- **(5 points)** One (1) **bibliographic reference** properly-formatted using Author, Date Chicago Style https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

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 5:00pm 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 @ 50points each (See rubric for A, B, C, D, F breakdown) 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** pertaining to the weekly school of thought, article, scholar, or topic.

- Like Abstracts, 3 Discussion Questions must be raised between Weeks 2 – 9; the other 3 may be completed 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 to current events. The onus is upon you to demonstrate your question’s originality and relevance.

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 are unable to ask your question in class, you will lose 5points for the assignment, effectively lowering your grade from an A to an A-.
 - Must also be submitted to Canvas by on the day of discussion;
 - May (or may not – your choice) make use of the “Gripping Quote” submitted in your Abstract for that reading;

Intellectual Curiosity and Critical Thinking:

- **(10 points) original, substantial, and thought-provoking**
 - **If you grab a quote or question from a theory textbook or from the Web, I will know. Please use your own brain and do your own work.**
 - A *substantial, thought-provoking* question does not mean an overtly verbose, intentionally obscure, or otherwise 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) queried** in conversational fashion, 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 specific page number(s) if appropriate;
 - **(5 points)** Must contain a **bibliographic reference** properly formatted using Chicago Style.

2 "Issues In Anthropology" Exercises (IAE)

500 points

You will complete one "Issues in Anthropology" (IAE) midsemester exercise and one benchmark IAE

- Your **Midsemester IAE** will contain three (3) essay prompts, only two (2) of which you must answer. Essay prompts are worth 100pts each. **200 points**
 - Each essay prompt will address a specific topic pertaining to assigned readings and/or schools of thought.
 - You will be given the essay prompts at least one week in advance of the due date. You are encouraged to use your book(s), lecture notes, and library resources to answer the questions. HOWEVER, you must complete the work **ON YOUR OWN**. (See academic integrity policy for guidelines.)
- For your **Benchmark IAE**, you will respond to one Discussion Question of your choosing, essentially treating the question like a research proposal.
 - You will then present the findings of that research in a 500-word essay (200 points) and
 - in a class Flipgrid video (100 points). See assignment details. **300 points**

IAEs will be submitted in Canvas by the due date. Midsemester IAE grades will be returned within 2 weeks of the due date. Questions about the IAEs – including grade appeals – must be presented to the Instructor within **three days** following receipt of grade.

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

General Grading Rubric for IAE Essays

- Follow the instructions and respond to all parts of the prompt. Stay on topic and incorporate material covered in the readings and classroom discussion.
- Provide evidence that you read and comprehend anthropological concepts, facts, and critiques, and can effectively communicate what you have learned. You may incorporate external sources or personal anecdotes provided they are topically relevant.
- To earn full credit, students will be evaluated by the following criteria:
 - Following Instructions
 - Mechanics
 - Content and Supporting Evidence – in other words, clearly demonstrate what you know!
 - Intellectual Curiosity, Creative and Critical Thinking

- Students may refer to the rubric below for clarification in these four areas.

Criteria	Levels of Achievement			
	MAJOR IMPROVEMENT NEEDED	SOME IMPROVEMENT NEEDED	MEETS PROFICIENCY	EXCEEDS PROFICIENCY
FOLLOWING INSTRUCTIONS 15pts	Prompt is not effectively addressed; assignment is not submitted on time.	One or more parts of the prompt not effectively addressed.	All parts of the prompt adequately addressed.	All parts of the prompt fully addressed.
MECHANICS 15pts	More than two consistent errors in grammar, spelling, mechanics or citations.	Two consistent errors in grammar, spelling, mechanics or citations.	One consistent error in grammar, spelling, mechanics or citations.	No major grammar, spelling, mechanics or citation errors.
CONTENT 40pts	Does not demonstrate understanding about Lesson concepts and facts; lacking any supporting evidence.	Demonstrates some confusion about Lesson concepts and/or facts; lacks convincing or relevant supporting evidence.	Demonstrates basic understanding of Lesson concepts and/or facts; contains basic but relevant supporting evidence.	Demonstrates advanced understanding of Lesson concepts and facts; contains well-developed, convincing, or novel supporting evidence.
CRITICAL THINKING 30pts	Summarizes Lesson material only.	Demonstrates one of the following: intellectual curiosity, creative and/or innovative thinking, insightful analysis, synthesis of information.	Demonstrates two or more of the following: intellectual curiosity, creative and/or innovative thinking, insightful analysis, synthesis of information.	Demonstrates all of the following: intellectual curiosity, creative and/or innovative thinking, insightful analysis, synthesis of information.

You can expect to receive your grades and feedback no later than 7- 10 days following the due date.

Grading:

1450 possible points may be earned in this course by completing the abstracts, discussions, and IAEs. The points distribution is listed below.

Introduction and Syllabus/Schedule Acknowledgement **50 points**

Attendance: **100 points**

Please see Attendance Policy below. These requirements are also noted in Canvas under the “Return to Learn” tab in the “Start Here” Module.

Reading Abstracts: **500 possible points**

6 required written assignments – to be submitted in Canvas
@ 100 points each - **the best 5 of 6 abstracts will count towards your final point total.**

Discussion Questions: **300 possible points**
6 required in-class Discussion Questions – to be asked in class and submitted in Canvas
@ 50 points each

Midsemester Issues in Anthropology Exercise (IAE): **200 possible points**
2 essay prompts – to be submitted in Canvas
@ 100 points each

Benchmark Issues in Anthropology Exercise (IAE): **300 possible points**
One 500 word essay – to be submitted in Canvas
@ 200 points each
One Flipgrid Presentation – also to be submitted in Canvas
@ 100 points

Extra Credit Opportunities

Extra Credit - SPOT Course Evaluation: **10 points**

Earn some points! Assignments **10 points each (x 5)**

Final Grade: 50 + 100 + 500 + 300 + 200 + 300 = 1450 possible points

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 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 for your overall grade. I will refer you to this section of the syllabus.

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, ie: get plenty of rest the night before and **stay engaged by participating in the Collaboration documents;**
- Ask questions in class *in addition* to those you receive credit for;
- Don't be afraid to make mistakes or go out 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;
- Do not wait until the night before (or morning of) to 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, reach out to me or the IA.
- Share what you have learned with others! The ideas you and your classmates express in your assignments are important 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 <https://unt.instructure.com/> using the link at the bottom of the global navigation menu.
3. Give the nice 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, in the event of any unexpected server outage or any unusual technical difficulty which 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 also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324.**

3) Late work and Make-up assignments:

Please see #6 Attendance Policy below. Late work and Make-up work will **not** be accepted unless you or your representative emails 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 offer additional extra credit.

6) Attendance Policy

Because of COVID-19, I am required to take daily attendance, and I take this task seriously. Hence, I reserve the right to deduct up to 100 points from your Final Grade for excessive unexcused absences. There are some absences (egregious transportation issue, death of a pet, minor non-COVID-19-related illness) that 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 hybrid, synchronous format.

Explanation: Mondays we will meet as a class on Zoom. Wednesdays, we will meet on-campus.

Students who, because of the COVID-19 pandemic, are unable to meet on-campus may join Wednesday's class meeting live (synchronously) on Zoom.

Expectation: All students meeting by Zoom are required to enable their webcams.

If your PC, laptop, or mobile device does not have a working webcam, please let me know. UNT has laptops available for check out for the semester free-of-charge.

COVID-19-related Excused Absences

During the COVID-19 pandemic, faculty realize that a higher rate of absenteeism is likely. Students may become ill or asked to self-isolate because they have come in contact with someone who tested positive for COVID-19. While class attendance is expected, I am mindful of the health and safety of everyone in our community, especially given concerns about COVID-19.

If you are experiencing any symptoms of COVID-19 (Links to an external site.) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Please contact me if you are unable to attend class because you are ill, or unable to attend class either due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority.

Other Excused Absences

1) a non-COVID-19 related illness, including concerns about mental health

2) a personal or family emergency

It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

An excused absence will be documented in Canvas. Students may monitor their attendance (on a 100% basis) at any time by visiting the Grades page.

Making-up excused classes or work

Because our classroom meetings will be recorded, it is possible for students to "make-up" a missed class. These recordings are available to you through the Zoom tab on Canvas.

Collaborations may be used for additional study.

Because all student work is submitted through Canvas, **only students with University-excused absences are able to make-up missed work.**

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

Making-up Unexcused Absences

No unexcused late or make-up work will be accepted. With advance notice, students may "make-up" up to three (3) unexcused absences by 1) watching the class meeting via Zoom, and 2) submitting a **Class Meeting Overview** through the Class Meeting Overview assignment tab.

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 which might 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 giving proper credit, that student will be given the opportunity to re-write their assignment. All make-up work deadlines apply – one week from 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.

IAE: 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 verified, the ODA will provide you with an accommodation letter. **It is your responsibility to initiate 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 prior to 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) is 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.

HELPFUL RESOURCES

1) Veteran Students:

For students who are active or retired military, thank you for serving our country! If you are a new or returning student, UNT has a lively Student Veteran organization, and a number of other campus resources available here: <http://studentaffairs.unt.edu/student-veteran-services>

2) UNT Learning Center:

The UNT Learning Center is an AMAZING department filled with AMAZING people – all here to help you, the student, maximize your potential in college and beyond. Not only do they provide us with our Supplemental Instructors, they also offer *free of charge* a number of services such as tutoring, academic coaching, study and learning workshops, speed

reading, campus resources, and a number of other academic success-related topics! Check them out here:
<https://learningcenter.unt.edu/>

3) UNT Writing Lab:

Another AWESOME resource available to students is the UNT Writing Lab.

Need a refresher course in academic writing or some quick links for your next paper:

<https://writingcenter.unt.edu/resources>. On-campus and want to attend a workshop to improve your writing skills?
<https://writingcenter.unt.edu/workshops>. Off-campus and struggling with academic paper writing? Check out their
online tutoring link here: <https://writingcenter.unt.edu/online-tutoring>

4) Life happens!

If you are experiencing a personal or family crisis which is affecting your success as a student here at UNT, please check out the resources here at UNT. <http://deanofstudents.unt.edu/resources>

If you have fallen behind in course work and need help, **please** do not wait until it is too late!! The sooner you email me: jamie.johnson@unt.edu the sooner I can put you in touch with the appropriate contacts and get you back on track for the remainder of the course.

Course Syllabus and Course Schedule Acknowledgement

For your first Assignment, you will introduce yourself to the instructor, the instructional assistant, and to your 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 11:59pm
- 9) Three Abstracts and Discussion Questions must be submitted before Week 9; the other three must be submitted by Week 15
- 10) This class has no Final Exam; the last class day is Wednesday, April 21st

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