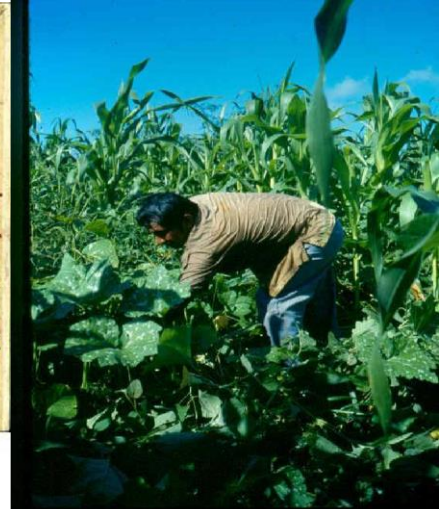
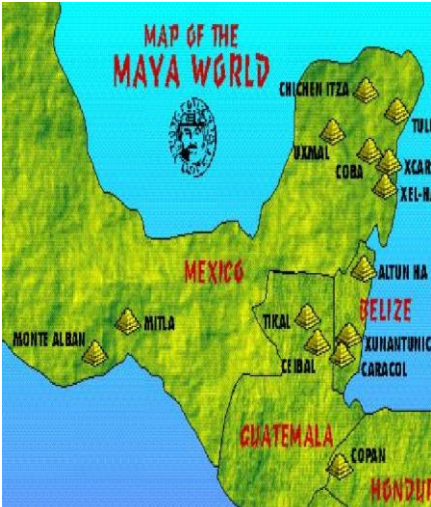




Department of Anthropology
College of Liberal Arts and Social Sciences (CLASS)
The University of North Texas

MAYA CULTURE

ANTH 3220

Fall 2025

Dr. Alicia Re Cruz (Alicia.ReCruz@unt.edu)

Office Hours: SYC 104D M-W 12:15 – 1:45 pm;

T-Th 9:45 am – 10:45 am

and by appointment

TA: Hazel Jessup (HazelJessup@my.unt.edu)

Office Hours: SYC 104 M-W 2:00 – 3:00 pm

and by appointment

“Here is the story of the beginning,
when there was not one bird,
not one fish,
not one mountain.

Here is the sky, all alone.

Here is the sea, all alone.

There is nothing more –

no sound, no movement.

Only the sky and the sea.

Only Heart-of-Sky, alone.

And these are his names:

Maker and Modeler,

Kukulkan,

and Hurricane.

But there is no one to speak his names.

There is no one to praise his glory.

There is no one to nurture his greatness.”

(The Creation, *Popol Vuh*)



COURSE DESCRIPTION

We will study the origins of Maya culture and the historical development of the Maya through three major historical periods: Pre-Hispanic, Colonial and Contemporary. The Pre-Hispanic period is focused on the ways of life, including the crucial role of ideology, cosmology and astronomy in the emergence and development of Maya civilization. The Colonial era is anthropologically examined to identify the political, economic and ideological factors emerging from Spanish colonialist regime, with significant influences in modern and contemporary cultural and political processes among the Maya people. Finally, students will examine the broad diversity of rural, urban and transnational Mayas today. Course activities will include readings, lecture, class discussion, and documentaries. This course is grounded in anthropological perspectives and the history of Mesoamerica to better understand the cultural processes affecting the lives and the great diversity of contemporary Mayas.

COURSE VISION

This course is conceptualized to be transformative by exposing students to the understanding of CULTURE using THE MAYA as a study case. For this, students will learn about anthropological perspective and how to use it to analyze the past and present complex historical processes among the Maya.

GOALS AND OBJECTIVES

Exercise the anthropological approach in the understanding of the Maya culture

1. Exercise critical thinking in the analysis of past and present ideologies related to the Maya, through general discussion
2. Understand the broad diversity of past and current Maya cultures
3. Understand the place, impact and resistance of Maya to past and current cultural and power impositions.

STRUCTURE AND REQUIREMENTS

The course is a combination of lectures and seminar. Lectures provide the introduction to major debates surrounding the readings; students are expected to engage in class discussions. Everyone must come to class prepared; discussion will often take the form of a formal debate of the issues read for that class session. All readings that are listed on the syllabus should be done prior to the class.

Reading Comments (30% of grade). Reading comments consist of a paragraph or two describing your thoughts-reflection to the reading(s) for each week. These comments are due on Monday at noon, so we have the chance to read them before class on Tuesday. Do not summarize, but rather elaborate your response to the reading. This assignment gives us valuable feedback on how you read and understand the material and where your biggest questions are, it makes sure you are prepared for class discussion. The Reading Comments will always have three segments:

1. Quotes. Selection of quotes from the material that stand out to you, with citation of page number and title or author. Example: (Re Cruz, 1996: 26).
2. Reflection/Commentary. Your synthesis/analysis of what was most important to you in the reading(s).
3. Questions. Several questions that you would like the class to address. Please, post your comments on Canvas.

Two Take-Home Exams (38% of grade, 19% each). Each student will write two take-home exams based on several integrative questions, which will be distributed one week in advance. Questions on the exam will be drawn from the readings, lectures, and discussions. Your response must include the references you used.

Critical Analysis of Ethnographies (30% of grade). Students will be assigned one ethnography (book) on the second week of class. Students will write a 3 pages critical analysis of the ethnography, due on November 16th.

CORE Assessment Participation (2% of grade). Students must complete two single-question assignments toward the end of the semester to satisfy the University Core requirement.

REQUIRED TEXTS (Students MUST choose ONE of the following ethnographies (books) related to contemporary Mayas)

Adler, Rachel 2003 *Yucatecans in Dallas*. Boston: Allyn & Bacon

- The library provides unlimited access to the e-book: <https://discover.library.unt.edu/catalog/b6741437>

Castellanos, Bianet 2020 *Indigenous Dispossession. Housing and Maya Indebtedness in México*. Stanford University Press.

- The library currently has a single-user e-book for this title: <https://discover.library.unt.edu/catalog/b6793228> I'm going to request we upgrade to allow multiple simultaneous users.

Castellanos, Bianet 2010 *A Return to Servitude. Maya Migration and the Tourist Trade in Cancún*. University of Minnesota Press.

- The library has a multiple-user e-book: <https://discover.library.unt.edu/catalog/b6741421>

Ebers, Christine 1995 *Women and Alcohol in a Highland Maya Town: Water of Hope, Water of Sorrow*. University of Texas Press, Austin.

- The library has a print copy.
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Manz, Beatriz 2005 *Paradise in Ashes. A Guatemalan Journey of Courage, Terror and Hope*. University of California Press

- The library has multiple-user e-book: <https://discover.library.unt.edu/catalog/b6741416>

Menchú, Rigoberta. 1983. *I, Rigoberta Menchú, An Indian Woman in Guatemala*. Verso Books.

- The library has multiple-user e-book: <https://discover.library.unt.edu/catalog/b6741441>

Re Cruz, Alicia 1996 *The Two Milpas of Chan Kom*. Albany, NY: SUNY Press

- The library has multiple-user e-book: <https://discover.library.unt.edu/catalog/b6741428>

Sitting, Ann L. and Martha Florinda Gonzales. 2016. *The Mayans among Us. Migrant Women and Meatpacking on the Great Plains*. University of Nebraska Press.

- The library has unlimited user e-book: <https://discover.library.unt.edu/catalog/b6741410>

Wynne, Lauren A. 2020 *Predictable Pleasures. Food and the Pursuit of Balance in Rural Yucatan*. Lincoln: University of Nebraska Press.

- The library has single-user e-book, so I've requested that we upgrade to allow multiple users: <https://discover.library.unt.edu/catalog/b6530593>

RECOMMENDED READINGS

Burns, Allan. 1995. *Maya in Exile*. Temple University Press.

Coe, Michael D. 1992. *Breaking the Maya Code*. New York: Thames and Hudson

Coe, Michael D. 1999. *The Maya*. Ancient Peoples and Places. London: Thames & Hudson

Coe, Michael D., and Mark Van Stone. 2001. *Reading the Maya Glyphs*. London: Thames & Hudson

Cook, Garrett and Thomas Offit with Rhonda Taube. 2013. *Indigenous Religion and Cultural Performance in the New Maya World*. University of New Mexico Press.

Cook, Garrett and Thomas Offit, 2009. Pluralism and Transculturation in Indigenous Maya Religion, *Ethnology* vol. 47, no. 1, Winter 2008, pp. 45-59.

Farris, N.M. 1985. *Maya Society under Colonial Rule: The Collective Enterprise of Survival*. Princeton University Press.

Kinz, Ellen. 1990. *Life under the Tropical Canopy: Tradition and Change among the Yucatec Maya*. New York: Wadsworth Publishers.

Lucero, Lisa J. 2006. *Water and Ritual: The Rise and Fall of Classic Maya Rulers*. Austin: University of Texas Press.

Martin, Simon and Nikolai Grube. 2000. *Chronicle of the Maya Kings and Queens: Deciphering the Dynasties of the Ancient Maya*. London: Thames & Hudson,

Miller, Mary Ellen. 1999. *Maya Art and Architecture*. London: Thames & Hudson.

Reed, Nelson 1996. *The Cast War of Yucatan*. Stanford University Press; Revised edition 2002

Rosenbaum, Brenda. 1993. *With our Heads Bowed: The Dynamics of Gender in a Maya Community*. Albany: Institute for Mesoamerican Studies, State University of New York.

Sharer, Robert J. *The Ancient Maya*, Sixth Edition. Stanford, CA: Stanford University Press, 2006. (Called Sharer in

Simon, Martin, and Nikolai Grube. 2000. *Chronicle of the Maya Kings and Queens: Deciphering the Dynasties of the Ancient Maya*. London: Thames & Hudson.

Tedlock, Dennis (Translator). 1996. *Popol Vuh: The Mayan Book of the Dawn of Life*. Touchstone Books.

Wolf, Eric. 1959. *Sons of the Shaking Earth*. Chicago: University of Chicago Press

Our Course Plan

*The syllabus is the expected course plan. Dr. Re Cruz may make relatively minor changes based on contextual factors.

Week	Date	Topics	Readings & Activities
1	Aug 19	Review Syllabus	General introductions
	Aug 21	Basics in Anthropological approach	
2	Aug 26	Mesoamerica and the Maya	Readings in CANVAS
	Aug 28	Guest Speaker: Coby Condrey (Willis Library)	
3	Sept 2-4	Pre-Hispanic cultural processes	Readings in CANVAS
4	Sept 9	Pre-Hispanic Maya Religion	Readings in canvas Ethnographies Sign Up Due
	Sept 11	Film: <i>The Popol Vuh</i>	Discussion of the film
5	Sept 16	Maya Cosmology	Readings in CANVAS
	Sept 18	Film: <i>Lost Kingdoms of the Maya</i>	Discussion of the Film
6	Sept 23	Intro Spanish Conquest/Invasion and Colonization	Readings in CANVAS
	Sept 25	Colonial institutions	Readings in CANVAS
7	Sept 30	Messianic and Nativistic Movements	Readings in CANVAS
	Oct 2	Colonialism and <i>Coloniality</i>	Readings in CANVAS
8	Oct 7	REVIEW	Oct 9 First Take Home Exam is Due
	Oct 9	Colonial Independence	
9	Oct 14	US Political and Economic Intervention	Readings in CANVAS
	Oct 16	Intro to Contemporary Cultural Processes	Readings in CANVAS
10	Oct 21	Maya Peasants	Readings in CANVAS
	Oct 23	Film: <i>Ch'a Chaac: The Maya Rain Ceremony</i>	Discussion of the Film
11	Oct 28	Gender and Globalization	Readings in CANVAS
	Oct 30	Celebration of <i>Day of the Dead</i>	Readings in CANVAS
12	Nov 4	Resistance Movements Film: <i>The Fifth Sun</i>	Readings in CANVAS Class Discussion
	Nov 6	Tourism and Urban Migration Film: <i>The Maya Dreams of Chan Kom</i>	Class Discussion
13	Nov 11	Transnational Migration	Readings in CANVAS Class Discussion
	Nov 13	Migrants-Refugees-Asylum seekers	Readings in CANVAS
14	Nov 18-20	TBA	Ethnographies' Critical Analysis is Due

15	Nov 25-27	Thanksgiving Break	
16	Dec 2 - 4	Lessons from the course....so what?	Dec 4 Second Take Home Exam CORE Assessment Assignments Due

POLICIES

Basic Needs Policy

Your basic safety and well-being are more important than anything in this class. If you are experiencing any food or housing insecurity or personal adversity, please contact the Dean of Students <https://deanofstudents.unt.edu>. If you want to talk or need help with making contacts, please feel free to reach out. I will help as best as I can.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my goal as well to present materials and activities that are respectful of diversity: gender identity, sexuality, ability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Discussion is fundamental for your and everyone's success in this class; there will be diverse points of views, which is a very important aspect of the overall understanding and learning process. Therefore, it is imperative that there be an atmosphere of trust and safety in the classroom for learning to occur. To nurture this atmosphere of trust and safety in this classroom:

- ✓ I will do my best, and continually try to improve, to foster an environment in which each class member is able to talk, listen and respect each other.
- ✓ It is critical that each class member show respect for the diversity and value of worldviews expressed in class.
- ✓ It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own.

Please let me know if something is said or done in the classroom, by either myself or other students, that is particularly troubling or causes discomfort or offense. While our intention may not be to do so, the impact of what happens throughout the course

is not to be ignored and is something that I consider to be very important and deserving of attention.

If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

- Discuss the situation privately with me. I try to be open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
- Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
- If for any reason you do not feel comfortable discussing the issue directly with me, or with your TA for this class, I encourage you to seek out another, more comfortable avenue to address the issue. This might include your academic advisor, a trusted faculty member, or a peer.

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

Attendance

Students are expected to attend class meetings regularly. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and your TA for this class can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and TA if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

Late Work

All assignments are due as specified. If you have circumstances that may hinder your class progress, please reach out and I will work with you to find a solution. If you miss class, you may still submit the think/write activity as soon as you are able. You are encouraged to get class notes from a peer before completing your Reading Comments.

Assignment Policy

All due dates are specified on the class schedule. If for some reason you fall behind, you can talk to the instructor for alternative and remedial activities to regain the points and master the material.

Syllabus Change Policy

Any syllabus changes and updates will be posted on canvas and you will receive an email notifying you of the change.

Class Cancellation and Other Emergencies

If class is cancelled in an emergency, you will be notified through our Canvas website and a message will be sent to the email that you have used for Canvas. Make sure you check it and consult it before class.

Laptops and Cell phones in Class

I discourage use of a computer for taking notes – your grade depends far more on your active participation in the class than on remembering details and specifics from our discussions and the lectures. Some of you have made arrangements with the Office for Students with Disabilities – so I do not forbid the use of laptops in class. However, **any use of computers for other purposes will lead to a ban on all computers in the classroom.** Please turn off all electronic devices in class. **You may not receive or send text messages during class.**

My contact with you

I will post notices for the class on Canvas. In the event I need to contact you personally, I will use your UNT email account. It is critical that the email account associated with your UNT courses and Canvas is your UNT email account (not other personal email accounts.) Please be sure that your current phone number is on your UNT record/account. In the event of emergency, the university may contact you by text (using your phone number) and through your UNT email account. For emergency notification, see UNT's InHouse and <http://emergency.unt.edu/>.

University Policy on Student Academic Integrity:

(Policy and Procedures number 06.003)

Academic Misconduct: “Academic Misconduct,” in this policy, means the intentional or unintentional action by a student to engage in behavior in the academic setting including, but not limited to: cheating, fabrication, facilitating academic misconduct, forgery, plagiarism, and sabotage.

- A. **Cheating**: “Cheating,” in this policy, means the use of unauthorized assistance in an academic exercise, including but not limited to: 1. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments; 2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3. use, without permission, of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University; 4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor; 5. any other act designed to give a student an unfair advantage on an academic assignment.
- B. **Fabrication**: “Fabrication,” in this policy, means falsifying or inventing any information, data, or research outside of a defined academic exercise.
- C. **Facilitating Academic Dishonesty** (*i.e. collusion*): “Facilitating academic dishonesty,” in this policy, means helping or assisting another in the commission of academic dishonesty.
- D. **Forgery**: “Forgery,” in this policy, means intentionally falsifying or altering a score, grade, or official academic University record or the signature of another.
- E. **Plagiarism**: “Plagiarism,” in this policy, means use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to: 1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment or citation, or 2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.
- F. **Sabotage**: “Sabotage,” in this policy, means acting to prevent others from completing their work or willfully disrupting the academic work of others.

Department Policy on Student Academic Integrity:

The Department of Anthropology expects its students to abide by the high ethical standards of practicing professionals within the field of anthropology. The Department does not tolerate cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, or sabotage. This includes the use of unauthorized professional writing/editing services and generative AI for assignments. Students are expected to follow the [American Anthropological Association’s code of ethics](#): “In their capacity as researchers, anthropologists are subject to the ethical principles guiding all scientific and scholarly conduct. They must not plagiarize, nor fabricate or falsify evidence, or knowingly misrepresent information or its source” (<http://ethics.americananthro.org/category/statement/>).

Students are encouraged to use the [UNT Writing Center](#). For additional resources to help with paper writing, including how to avoid plagiarism and how to use citations, see the [Department of Anthropology Writing Guide](#). For information on the University’s policies and procedures regarding academic integrity and dishonesty, see the UNT [Student Academic Integrity policy](#).

Course Policy and Procedures on Student Academic Integrity:

- First-time student offenders who commit academic dishonesty will receive a zero on the assignment in which academic dishonesty was found. Students suspected of multiple academic dishonesty offenses will be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course.
- If a student is suspected of using generative IA, the burden of proof to show originally sourced material is on the student.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more

information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

Dropping a Course

Students may drop a course before the 12th day of class online at my.unt.edu or in person at the Registrar's office (Eagle Student Services Building). A grade of W (withdrawal) will be recorded if you drop before the 12th day. After the 12th day, students must have a passing grade to receive a grade of W for the dropped course, or the grade will be WF (withdrawal/fail).