

**ANTH 5400 SECTION 100/ANTH 4400 SECTION 100  
ENVIRONMENTAL ANTHROPOLOGY**

**Fall 2023**

**GENERAL INFORMATION**

**Instructor:** Dr. Karine Narahara (she/her)

Assistant Professor, Department of Anthropology

**Email:** karine.narahara@unt.edu

**Office Hours:** Thursdays 10:00 am – 12:00 pm (in person/online), or by appointment

**Office Location:** Sycamore Hall, Room 126

**Class Time:** Tuesdays and Thursdays, 3:30 – 4:50 pm

**Class Location:** Gateway 142

**COURSE DESCRIPTION**

The distinction Nature/Culture is central to Western thought and experience and shaped Anthropology as a discipline since its beginning. However, a huge ethnographic production, especially since the 1970s, is showing that this conceptual framework is not universal. As Lévi-Strauss already pointed out in the classic *The Elementary Structures of Kinship* (1949), to anthropology the separation between Nature and Culture is a methodological strategy. Environmental Anthropology, as a subdiscipline that focus on how societies deal with the idea of environment, must consider this conceptual background.

The course is organized in two moments. In the first part, we are going to explore how the separation between Nature and Culture informs anthropological production, analyzing works that show the limits of this conceptual division to deal with certain ethnographic contexts. We will also explore how anthropologists can contribute to these contexts. In the second part, we will explore works that consider contemporary environmental conflicts, and the many ways that people deal with them.

**PRE-REQUISITES**

None.

**LEARNING OBJECTIVES**

- Understand how the division Nature/Culture establishes the basis for the anthropological approach to environmental problems.

- Identify different modes of dealing with environmental problems and conflicts.

- Analyze environmental problems through the lens of anthropology.

- Explore possibility of mediation of environmental conflicts.

## COURSE STRUCTURE

The first class will be a presentation of the course syllabus and schedule, and the moment for the students to present themselves and their expectations. In the other classes we are going to discuss concepts and theories related to the readings, do practical exercises, and explore audiovisual material. The students are encouraged to contribute with questions and comments. It is important that you read the texts **before** the classes –so you can also deliver the weekly **Reading Assignments** (see the **ASSIGNMENTS AND FINAL EXAM** section). All the students are encouraged to read all the texts, but Graduate students will have more readings, do longer Assignments, and are expected to explore more deeply theories and concepts present in the readings.

## COURSE READINGS

### **Unit 1 – Nature and Culture as Anthropological Concepts**

#### **Week 1**

Narahara, Karine. "Nature and Culture: general notes" (Unpublished - on Canvas).

#### **Week 2**

De La Cadena, Marisol. Indigenous Cosmopolitics in the Andes: Conceptual Reflections beyond "Politics". *Cultural Anthropology*, Volume 25, Issue 2 (2010): 334-370.

For Graduate Students: Haywood, Paolo. The Ontological Turn. In *The Cambridge Encyclopedia of Anthropology*.

#### **Week 3**

Cruikshank, Julie. Are Glaciers 'Good to Think With'? Recognizing Indigenous Environmental Knowledge. *Anthropological Forum*, Volume 22, Issue 3 (2012): 239-250.

For Graduate Students: Escobar, Arturo. Thinking-Feeling with the Earth: Territorial Struggles and the Ontological Dimension of the Epistemologies of the South. In *Knowledges Born in the Struggle: Constructing the Epistemologies of the Global South*, edited by Boaventura S. Santos and Maria P. Meneses, 41-57. New York: Routledge, 2020.

## **Week 4**

Krenak, Ailton. *Ideas to Postpone the End of the World*. Toronto: House of Anansi Press, 2019. (28 p.)

### **Unit 2 – Environmental Conflicts and Anthropologists as Translators**

## **Week 5**

Helmreich, Stefan. How Scientists Thinks About ‘Natives’, For Example. A Problem of Taxonomy Among Biologists of Alien Species in Hawaii. *Royal Anthropological Institute*, No. 11 (2005): 107-128.

For Graduate Students: Asad, Talal. The Concept of Cultural Translation in British Social Anthropology. In *Writing Culture*, edited by James Clifford and George E. Marcus, 141-164. Berkeley: University of California Press, 1986.

### **Unit 3 - Defending the Land**

## **Week 6**

Kopenawa, David and Bruce Albert. Setting the Scene; Earth Eaters. In *The Falling Sky: Words of a Yanomami Shaman*, 1-10; 261-281. Cambridge: The Belknap Press, 2013.

For Graduate Students: Kopenawa, David and Bruce Albert. Cannibal Gold. In *The Falling Sky: Words of a Yanomami Shaman*, 282-296. Cambridge: The Belknap Press, 2013.

## **Week 7**

Cornell, Robert. Maroon Ecology: Land, Sovereignty, and Environmental Justice. *The Journal of Latin American and Caribbean Anthropology*, Vol. 25, No. 2 (2020): 218–235.

For Graduate Students: Biraben, Natalia C. "New Spaces for Contesting and Negotiating Indigenous Land Claims in Northern Argentina." *Journal of anthropological research* (2023).

## **Week 8**

Sletto, Bjørn I. “We Drew What We Imagined”: Participatory Mapping, Performance, and the Arts of Landscape Making. *Current Anthropology*, Volume 50, No. 4 (2009): 443-476.

For Graduate Students: Cortines, Ana C., Robson D. Possidônio, Natália C. F. Bahia, João C. H. O. Cruz, Leonardo E. de Freitas and Edmundo Gallo. Social Cartography and the Defense of the Traditional Caiçara Territory of Trindade (Paraty, RJ, Brazil). In: *Climate Change Adaptation in Latin America: Managing Vulnerability, Fostering*

*Resilience*, edited by Walter L. Filho and Leonardo E. de Freitas, 445-456. Cham: Springer, 2018.

#### **Unit 4 – Environmental Impacts and Diseases**

##### **Week 9**

Ferring, David, and Heidi Hausermann. The Political Ecology of Landscape Change, Malaria, and Cumulative Vulnerability in Central Ghana's Gold Mining Country. *Annals of the American Association of Geographers* 109, no. 4 (2019): 1074-1091.

For Graduate Students: Nichter, Mark. Kyasanur Forest Disease: An Ethnography of a Disease of Development. *Medical anthropology quarterly* 1, no. 4 (1987): 406-423.

#### **Unit 5 – Oil and Gas Conflicts**

##### **Week 10**

Guzmán-Gallegos, María A. Controlling Abandoned Oil Installations: Ruination and Ownership in Northern Peruvian Amazonia. In *Indigenous Life Projects and Extractivism: Ethnographies from South America*, edited by Cecilie V. Ødegaard and Juan J. V. Andía, 53-73. Cham: Palgrave Macmillan, 2019.

For Graduate Students: Briggle, Adam. Hand in the Cookie Jar. In *A Field Philosophers' Guide to Fracking: How One Texas Town Stood Up to Big Oil and Gas*, 171-197. New York: Liveright Publishing Corporation, 2015.

#### **Unit 6 - Food and Autonomy**

##### **Week 11**

Bowens, Natasha. Brown Girl Farming; Black and Loss; Cherokee Seed Bank; Foods are Our Teachers. In: *The Color of Food: Stories of Race, Resilience and Farming*, 14-22; 58-66; 119-126; 268-279. Gabriola Island: New Society, 2015.

For Graduate Students: Garzón, Diego S. and Laura Gutiérrez Escobar. Revolturas: Resisting Multinational Seed Corporations and Legal Seed Regimes through Seed Saving Practices and Activism in Colombia. *The Journal of Peasant Studies*, Volume 47, Issue 4 (2019): 674-699.

#### **Unit 7 – (Socio)Biodiversity and Protected Areas**

##### **Week 12**

Escobar, Arturo. Whose Knowledge, Whose nature? Biodiversity, Conservation, and the Political Ecology of Social Movements. *Journal of Political Ecology*, Volume 5 (1998): 53-82.

For Graduate Students: Gomes, Carlos V. A., Ane Alencar, Jacqueline M. Vadjunec and Leonardo M. Pacheco, Extractive Reserves in the Brazilian Amazon thirty years after Chico Mendes: social movement achievements, territorial expansion and continuing struggles. *Desenvolvimento e Meio Ambiente*, Volume 48, 2018.

## **Unit 8 – Disasters and Managements**

### **Week 13**

Barrios, Roberto E. What does Catastrophe Reveal for Whom? the Anthropology of Crises and Disasters at the Onset of the Anthropocene. *Annual Review of Anthropology*, 46: 151-166 (2017).

For Graduate Students: Faas, A. J. and Barrios, Robert E. Applied Anthropology of Risks, Hazards, and Disasters. *Human Organization*, 74(4): 287-295 (2015).

## **WEEK 14 – THANKSGIVING BREAK**

### **Unit 9 - Decolonizing Anthropocene**

### **Week 15**

Sultana, Farhana. The unbearable heaviness of climate coloniality. *Political Geography*, 2022: 1-14.

For Graduate Students: Ludwig, Jason. "The Anthropocene Blues: Notes from Mississippi." *The anthropocene review* 8, no. 3 (2021b): 230-240.

## **ADDITIONAL MATERIAL**

### **Videos**

[The Land Own Us.](#) Produced by Global Oneness Project (Movie). 6'15''.

[Women from Water.](#) Directed by Beto Novaes (Movie), 2016. 32'25''.

### **Art Performance**

[Pajé Yawareté brings news to the village of Santa Isabel Oiapoque AP.](#) Performance by Denilson Baniwa (Picture).

## **ASSIGNMENTS AND FINAL EXAM**

The evaluation will be based on Assignments that must be delivered during the course (check the **COURSE SCHEDULE**), 1 Final Exam, and class attendance.

## **Student Introduction – 40 points**

In the first class, you must introduce yourself, including what are your interests in this course and what you expect to learn. If you have some issue and for some reason cannot attend the first class, please email me.

## **Reading Assignment – 10 points each (up to 130 possible points)**

From the 2<sup>nd</sup> week to the 15<sup>th</sup> week, you must deliver 1 short weekly assignment on Canvas related at least to one of the readings. They will be due on **Sundays**, on the materials for the week ahead, by 11:59 pm. This assignment is designed to help you think about the readings as we go, pull important quotes, and prepare you for class discussion. **It will also help you prepare for your Final Exam.**

Undergraduate students must write at least one paragraphs about one of the readings of that week. Look for the main ideas and concepts of the reading.

Graduate students must write at least two paragraphs about one of the readings of that week. Look for the main ideas and concepts of the reading. I also expect that you make connections between the readings as the course goes by.

Feel free to personally reflect on the readings, and to connect course content with happenings in the world around us right now.

## **Video Comment – 150 points each (up to 300 possible points)**

During the course, you will present **2 written essays about 2 videos**. I indicate the videos in the **ADDITIONAL MATERIALS** section. You must watch the videos between the classes.

For Undergraduate students, the essay must have 300 – 500 words and must include: i) the context that the video refers to; ii) how this context dialogues with the concepts and theories of at least 2 readings of this course, and the discussions during the class in general.

For Graduate Students, each essay must have 500 – 700 words and include: i) the context that the video refers to; ii) how this context dialogues with the concepts and theories of at least 4 readings of this course, and the discussions during the class in general.

Feel free to connect course content with happenings in the world around us right now.

Don't forget to add a Reference List at the end. The Reference List does not count toward the number of words.

## **Art Comment - 150 points**

You must present **1 written essay about the Performance** that I indicate in the **ADDITIONAL MATERIALS** section.

For Undergraduate Students, the essay must have 200 – 300 words maximum.

For Graduate Students, the essay must have 400 – 500 words maximum.

All the essays must include how the art piece dialogue with the readings and discussions of the course.

Don't forget to add a Reference List at the end. The Reference List does not count toward the number of words.

### **Final Exam – 260 points**

For the Final Exam, you must pick a case study of an environmental conflict or problem. I suggest that you begin to look for it in the 13<sup>th</sup> week of the course or before. You can look on social media, newspapers, or even cases that you know by personal experience. If you have difficulties finding a case, please contact me at least until November 30th.

You will prepare a written essay and will upload it on Canvas by December 10<sup>th</sup>.

For Undergraduate Students the essay must have at least 3 pages (Times New Roman 12, Space 1.5), excluding the Reference List at the end.

For Graduate Students it must have at least 6 pages (Times New Roman 12, Space 1.5), excluding the Reference List at the end.

For all students, the essay must include:

- i) a general presentation of the case study, including how you heard about it;
- ii) how the case dialogues with at least 4 readings of the course for Undergraduate students, and at least 8 readings of the course for Graduate students.
- iii) how you would collaborate to mediate the conflict or to the resolution of the problem as an anthropologist.
- iv) Reference List, following the Chicago Style Guide, or another guide of your preference.

I expect that you apply concepts from the readings and discussions that we worked during the whole course at the Final Exam. Do proper in-text citations of the authors.

If you miss the deadline for the Final Exam for any reason than those which are excused (see the **COURSE POLICIES – Late Work session**), you can submit the Final Exam on Canvas until December 12<sup>th</sup>:

1 day late – less 50 points (total possible points: 200)  
2 days late – less 100 points (total possible points: 150)

### **Attendance – 5 points each (up to 120 possible points)**

For each class that you attend you will receive 5 points, for a **maximum of 120 points** total (this means that if you have 4 unexcused absences you still receive the 120 points).

### **GRADES**

You can earn up to 1000 points. All grades will be assigned based on the following grading scale:

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

### **GRADE COMPOSITION**

Student Introduction.....	40 points
Reflection Paragraphs.....	130 points
Video Comment.....	300 points
Art Comment.....	150 points
Final Exam.....	260 points
Attendance.....	120 points
<b>Total</b>	<b>1000 points</b>

### **COURSE POLICIES**

#### **Contacting the Professor**

I am available on my office and online (Zoom) Thursdays 10:00 am – 12:00 pm. I am also available by appointment. You can contact me via email at karine.narahara@unt.edu. All emails must be submitted from your UNT e-mail address. Include the course number and section (**ANTH 5400/ANTH 4400**) in the subject line along with the topic of the email. Please give me 24 hours to respond before you send a follow-up email during the week, and until Monday if you send an email on the weekend.

#### **Extra Credit**

An extra 10 points will be offered if you show evidence that you did the “SPOT” evaluation for this course. Other extra credit may be made available periodically throughout the semester. Don’t forget to check on Canvas for updates on this!

## **Withdrawing**

If you are unable to complete this course, you must officially withdraw by the University—designated date (for a “W”). Withdrawing from a course is a formal procedure that you must initiate. I cannot do it for you. If you simply stop attending or stop doing the assignments and do not withdraw, you will receive a final performance grade of 0 or “F”.

## **Credit Make-Up Policy**

Late assignments will not be accepted unless you show a legitimate reason (i. e., medical reasons, family emergency, religious observance, University-excused academic or athletic event, work-related absences that have been discussed with the professor - UNT’s policy on authorized absences may be found [here](#)). Allowing alternative arrangements in such instances is entirely at the discretion of the Professor and Instructional Assistant.

Missing assignments or those submitted late as a result of an unexcused absence will result in a 0 (zero). Likewise, assignments will only be accepted if submitted through acceptable means (i.e. no emails).

## **Copyright**

Some or all of the materials in this course 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.

## **Policy on Server Unavailability or Other Technical Issues**

The University is committed to providing a reliable online course system to all users. In the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time-sensitive assessment activity, the Professor may extend the time windows at their discretion and provide an appropriate accommodation based on the situation. **Students should immediately report any problems to the Professor** and contact the UNT Student Help Desk: helpdesk@unt.edu or (940) 565-2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues, but please be aware that this may take some time.

## **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:**

A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Any student suspected of cheating in this course will receive at the very least a 0 (zero) on the assignment or up to an F in the course.

First-time student offenders who commit academic dishonesty will receive a 0 (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.**

Students suspected of any of these will be provided the opportunity for a review; a guilty finding will merit an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in dismissal from the university.

A report of academic integrity violation shall be filed against the student with UNT and the student will have an opportunity to appeal the decision according to UNT's appeal process.

### **APPENDIX 1: UNT POLICIES**

#### **ADA Policy**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at <https://studentaffairs.unt.edu/office-disability-access>. You may also contact ODA by phone at (940) 565-4323.

## **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 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>) to learn more.

## **Access to Information - Eagle Connect**

Students' access point for business and academic services at UNT is located at: [my.unt.edu](http://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>).

## **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. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto: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/>) or email [spot@unt.edu](mailto: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](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-5652648.

## **Use of Student Work**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

## **APPENDIX 2: 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-andwellness-center>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testingservices>)
- UNT Care Team (<https://studentaffairs.unt.edu/care>)
- UNT Psychiatric Services (<https://studentaffairs.unt.edu/student-health-and-wellnesscenter/services/psychiatry>)
- Individual Counseling (<https://studentaffairs.unt.edu/counseling-and-testingservices/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 (<https://registrar.unt.edu/transcripts-and-records/update-your-personal-information>)
- UNT ID Card (<https://sfs.unt.edu/idcards>)
- Legal Name (<https://studentaffairs.unt.edu/student-legal-services>)

## **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 (<https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a-ta-p/456>) so that they follow your name.

Additional resources regarding pronouns and their usage: <https://pronouns.org/what-and-why>

## **Additional Student Support Services**

- Financial Aid (<https://financialaid.unt.edu/>)
- Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)
- Career Center (<https://studentaffairs.unt.edu/career-center>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testingservices>)

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- UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)

### **Academic Support Services**

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