

ANTH 5032: Ethnographic and Qualitative Methods for Non-Majors

Fall 2023

Instructor Information

Instructor: Dr. Kara Griffin (they/them)

Adjunct Faculty, Department of Anthropology, University of North Texas

Office Hours (Virtual): Tuesdays 3:30-5:00PM or by appointment

(Access to Zoom meeting room is in the Canvas course)

Email: kara.griffin@unt.edu

Preferred contact method is Canvas message

Course Meetings: 100% Remote, on Canvas

Course Description and Structure

ANTH 5032 Ethnographic and Qualitative Research Methods is a 16-week course designed for non-anthropology graduate students whose research and/or degree plan can benefit from an anthropological approach. Students will develop the skills necessary to conduct qualitative research through reviewing and applying the relationship of research to theory, research ethics, project design, data collection (observation, interviewing and focus groups), coding, analysis of data through the use of computer software, and presentation of findings. This course will provide a foundation for conducting scholarly and applied ethnographic fieldwork, building on any prior experience students may have. Instruction will combine online discussion of topics and case-studies in ethnographic fieldwork, which will culminate in the design and execution of an original ethnographic research project of your choice.

This course is 100% remote; instruction is through Canvas. There are no synchronous class meetings.

Learning Objectives

Objective	Corresponding Assignment
Identify, use, and evaluate major conceptual and theoretical perspectives within anthropology	Discussions; Abstracts
Learn scholarly ethnographic fieldwork approaches as well as rapid assessment techniques used by applied anthropologists.	Discussions; Research Design
Gain hands-on experience conducting individual ethnographic research and analyzing qualitative data.	Research Project

Materials

There are no required textbooks for you to purchase, although you can certainly purchase a used Toolkit if you choose. Follow the syllabus, and utilize electronic journals from the [UNT ANTH 5032 Library Course Guide](#) and selected chapters from the following books, which can be accessed through the UNT Library:

- The Ethnographer's Toolkit updated editions listed below, are available here:
<https://guides.library.unt.edu/ANTH5032>
- LeCompte, Margaret D. and Jean J. Schensul. 2010. Designing and Conducting Ethnographic Research: An Introduction. Ethnographer's Toolkit, Volume 1, 2nd edition. Walnut Creek: Altamira Press.
ISBN:9780759118690 (Referred to in Course Schedule as TKV1)

- Schensul, Stephen L, Jean J. Schensul and Margaret D. LeCompte. 2012. [Essential Ethnographic Methods: A Mixed Methods Approach](#). *Ethnographer's Toolkit*, Volume 3, 2nd edition. Walnut Creek: Altamira Press. (Referred to in Course Schedule as TK V3).
- LeCompte, Margaret D. and Jean J. Schensul. 2012. [Analysis and Interpretation of Ethnographic Data: A Mixed Methods Approach](#). *Ethnographer's Toolkit*, Volume 5, 2nd edition. Walnut Creek: Altamira Press. (Referred to in Course Schedule as TK V5).
- Bernard H. Russell. 2018. *Research Methods in Anthropology : Qualitative and Quantitative Approaches*. Sixth ed. Lanham Maryland: Rowman & Littlefield.

You will also find references to selections from other scholarly journal articles and book chapters in Canvas.

This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and UNT Library online resources. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](#) (<https://online.unt.edu/learn>).

Course Schedule and Assignments

Overview

Weeks 1-4: This semester, you will learn ethnographic and qualitative research methods through traditional means and through hands-on experience. The first few weeks, you will read and write abstracts over peer-reviewed journal articles, and participate in group discussions over fundamental conceptual and theoretical perspectives within anthropology.

Weeks 5-9: The second portion of the course will be spent reading and discussing peer-reviewed journal articles, especially those pertinent to research project design. In addition to learning about these techniques, you will begin to construct your own research project, paying special attention to research ethics and informed consent (IRB), sampling and recruiting research participants, conducting observation and/or participant observation, and constructing open-ended, semi-structured ethnographic interview questions.

Weeks 10-15: The final portion of the semester will be spent conducting ethnographic interviews, transcribing and coding interviews, developing codes from transcribed interviews, refining theoretical frameworks, and finally, analyzing qualitative data and presenting findings in an accessible way.

Assignments

Pay close attention to the Course Schedule as it contains weekly readings, assignment instructions, and due dates. These are also embedded into the Lessons. *Note: I reserve the right to add, delete, or revise segments of this course or syllabus and associated due dates.* Pay attention to the Course Announcements and email your questions as soon as they arise.

Module & Date	Assignments	Points	Grade Category
Lesson 1: Anthropology & Ethnography	Introduction Post	5	assignment
Aug 21	Topic 1 Reflection Post	5	assignment
	Topic 2 Reflection Post	5	assignment

	Topic 3 Reflection Post	5	assignment
Lesson 2: Social Science Research Methods	Abstract	10	assignment
Aug 28	Response to Classmate 1	5	participation
	Response to Classmate 2	5	participation
Lesson 3: Theory & Epistemology	Reflection Post	5	assignment
Sep 4	Abstract	10	assignment
	Response to Classmate 1	5	participation
	Response to Classmate 2	5	participation
Lesson 4: Ethics & Research	Abstract	10	assignment
Sep 11	Reflection Post	5	assignment
	Response to Classmate 1	5	participation
	Response to Classmate 2	5	participation
	Project Consent Form Assignment	10	project
Lesson 5: Formulating a Question & Selecting a Population	Introduction to Research Topic	20	project
Sep 18	Abstract	5	assignment
	Response to Classmate 1	5	participation

Lesson 6: Foundational Qualitative Methods	Research Design “Proposal”	25	project
Sep 25			
Lesson 7: Participant Observation	Participant Observation 1	25	project
Oct 2			
Lesson 8: Writing Fieldnotes	Participant Observation 2	25	project
Oct 9			
Lesson 9: Information & Interviewing	Interview questions	15	project
Oct 16			
Lesson 10: Conducting Interviews	Interview 1 transcript	30	project
Oct 23	Interview 1 fieldnotes	10	project
Lesson 11: Conducting Interview cont.	Interview 2 transcript	30	project
Nov 6	Interview 2 fieldnotes	10	project
Lesson 12: Focus Groups	Focus Groups	TBD	Extra Credit
Nov 20			
Lesson 13: Coding	Themes and Codelist	20	project
Nov 27	Response to Classmate 1	5	

Lesson 14: Data Analysis & Writing	Analysis and Final Report	75	project
Dec 4	<i>Final Report Due: May 12</i>		
	Total	400	

1) Reading Assignments: You will have reading, abstract-writing and discussion assignments which involve reading scholarly book selections and articles about the lesson topic and either posting an abstract about the article to the discussion board or posting an original response to topics listed in the discussion board. See detailed instructions below and within the Lessons. With few exceptions, assignments are due by 11:59pm (central time) on the due date indicated on the Course Schedule.

2) Welcome and Introductions: Building community is an important aspect of this class. Your first assignment is to post a bio statement on the Welcome and Introductions discussion board, and to form teams of two (or three under special conditions). Your teammate will offer your first round of feedback on project assignments..

3) Abstracts: The goal in assigning scholarly articles about methods is to enhance your comprehension and writing skills and to foster class discussion. Please follow the abstract guidelines in Canvas for your writing assignments. Detailed instructions and links to the abstract guidelines are embedded in the Lessons.

4) Discussion Boards: Most Lessons have a Discussion Board component, which involves posting Abstracts and Peer Responses or posting Topic Reflections and Peer Responses.

Abstract Posts: In these, you will write an abstract over the assigned and chosen reading(s). There are examples available for you to follow in Canvas. You will swap papers with your teammate in order to receive feedback from each other before posting your abstract into the Discussion Board. Instructions are located within the Lessons and within the Canvas Discussion Forum.

Topic Reflection Posts: Some Lessons require you to discuss Topics prompted within the Canvas Discussion Forum. Type your Original Response in a Word document, then copy and paste it into the thread. This will ensure you do not lose your work, and will also allow you to spellcheck before posting.

Peer Responses: After posting your work, return to the forum and read what others have posted. Discussions will ask you to provide substantial responses to one or more of your classmates' posts (someone other than your teammate). Like your Abstracts and Topic Reflection posts, copy and paste your Peer Response into the reply thread. Remember: the goal is to learn from and help one another.

Originality: Some readings inspire similar responses. If someone posted thoughts similar to yours, just acknowledge that person's post as you would in a face-to-face discussion. For example, you might begin by saying: "Like Kara observed, I think mollusks are particularly good when simmered in lemon butter; however, my personal recipe is a little different in that I like to add fresh minced garlic." *Discussion posts that appear substantially similar to an earlier post and do not give credit to that post and expand on or respond to it will not receive credit.*

Courtesy: Discussions are not a collection of isolated monologues. They are the most interactive element of the course and an opportunity for us to come together as a supportive learning community. You may disagree or post ideas radically different than those being expressed by others; but respect and courtesy are important aspects of any fruitful discussion, and no one should ever feel attacked or cornered in a class discussion, whether that discussion takes place face-to-face or online. Be persuasive when expressing your views, not

bullying or hostile. Persuasive writing, like persuasive speech, makes use of evidence, supports generalizations, and demonstrates a desire to see others' points before responding. Please refer to these Engagement Guidelines for more information: <https://clear.unt.edu/online-communication-tips>

5) Fieldwork project: Students will be designing, conducting and analyzing ORIGINAL, individual qualitative research projects over the course of the semester. You will form teams of two early in the semester. Teammates will provide support and constructive feedback on each other's abstracts, fieldnote writing, participant-observation, interview and focus group questions, recruiting and interviewing participants, and coding and analyzing data. In this way, you can receive feedback from scholars other than me, and you will have the chance to see how other scholars conduct research. **Note that the work performed for this class must be ORIGINAL RESEARCH CONDUCTED DURING THIS SEMESTER for this course. Because the work you perform during this semester is for instructional purposes for this course and is not covered by an existing IRB approval, any ethnographic data you collect may not be used in published work.** Exceptions to this rule may only be granted in extremely limited circumstances if the student has already received full IRB approval and discusses the situation with me IN ADVANCE. Additional Project Guidelines will be posted in Canvas as we move along in the semester.

More about Teamwork: There will be times in this course when considerable discussion is required. Manage your time wisely. Tip: allow yourself MORE time than you think you'll need, especially if you have other coursework, thesis research or writing, teaching or professional employment, or family obligations.

Assignments and dates towards the end of class: It is extremely important to keep up with the assignments in this class, particularly in the first several weeks of the semester as you are learning the fundamental skills and designing your research projects. As you begin conducting fieldwork exercises, scheduling conflicts and other real-world challenges can be expected to arise. **Assignments and due dates towards the end of the course may change from what is in the schedule right now, depending on the class's collective progress.** Remember: this is a self-directed course. You will get out of this research experience and this course what you put in.

Assessing Your Work

Grading will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = < 60%

Grading rubrics describing specific expectations for major assignments can be found in the Canvas course.

Attendance and Participation

Late Assignments and Make-up Work: Because all student work is submitted through Canvas, only students with University-excused absences are able to make-up missed work without penalty. Much of our course will involve active discussion with your classmates regarding their weekly assignments, which build throughout the semester. For this reason, participation and discussion assignments that are more than one week late may not be accepted.

A University-excused absence for this course includes:

- 1) Illness, including concerns about mental health
- 2) Personal or family emergency
- 3) Religious observance (in which case students may be allowed to test or submit assignments early)
- 4) Other University-excused academic or athletic event

Unexcused Absences

- 1) Missing an assignment without emailing the professor in advance of the due date
- 2) Confusion about assignment due dates
- 3) Waiting until the last minute to submit an assignment or test (We can see when you log in!)
- 4) Work-related absences
- 5) Personal travel-related absences

If you miss a deadline for any reason other than those which are excused, you may submit late assignments up to one week after the deadline at the discretion of the professor.

1 day late = 1/2 letter grade; 2 days late = 1 letter grade; 3 days late = 1.5 letter grade; 4 days late = 2 letter grades; 5 days late = 2.5 letter grades; 6 days late = 3 letter grades.

Extra Credit: There may be some opportunities for extra credit. These will be announced in Canvas and made available to all students.

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please let me know. We are all learning together. I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](#)) (<https://deanofstudents.unt.edu/conduct>)

Course pace: This is a fast-paced course, and requires a lot of tenacity. Please stay in active communication with me, especially during the research project, so that you do not fall behind. Also, I use the Announcements tool frequently in Canvas, so please adjust your notifications accordingly so that you do not miss any updates.

Readings: Make sure you keep up with the readings and complete assignments on time. We may not go over every word of the readings in the course lesson, but this does not make them any less important than what is discussed in class. Since you are in a graduate course, I expect you to take initiative and read what has been assigned. You are welcome to use the discussion board in Canvas to bring up questions or concepts from the readings that you would like to discuss further.

Assignment File Type: Unless otherwise instructed, please type your work in a word document, save it for your records, then submit the assignment through Canvas so that I can comment on your writing and research. My editing will be "heavy-handed" early-on, and is intended to help you with future assignments. Incorporating feedback is especially important later on during the fieldwork project. Transcribed interviews will need to be attached as word documents and raw fieldnotes will need to be scanned to pdf and uploaded as attachments if they are handwritten.

E-journals and Electronic Databases: E-journals are electronic journals to which the library subscribes. To access e-journals, go to <http://www.library.unt.edu/>, click on e-journals, and then type the name of the journal for which you are looking. I have listed a number of anthropology e-journals in the "Research Design Assignment" guidelines.

ANTH 5032 Library Course Guide: <https://guides.library.unt.edu/ANTH5032>

You may access electronic databases through the ANTH 5032 library Course Page, located under "Subject and Course Guides" on the UNT Library Homepage <http://www.library.unt.edu/> or above, and get full text access to

most journal articles. You can also contact our wonderful Social Science Librarian, Jen Rowe, for assistance, and she can guide you towards the sources and materials you need: jennifer.rowe@unt.edu

Communication: If you have any questions or concerns about the course, connect with me through Canvas, email, or by attending virtual office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated. It is usually easiest to reach me via Canvas messages. You can also schedule a time to meet with me for office hours if you are unable to attend during the regularly scheduled time. All office hours will take place over Zoom, which can be accessed through Canvas.

Helpful Resources

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/>

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> Off-campus and struggling with academic paper writing? Check out their online tutoring link here: <https://writingcenter.unt.edu/online-tutoring>

Dean of Students: We are all human, and sometimes 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! Contact me either in Canvas or at kara.griffin@unt.edu so I can put you in touch with the appropriate contacts and resources to get you back on track for the remainder of the course.

University Policies

Academic Integrity

Academic Integrity Standards and Consequences: According to [UNT Policy 06.003](#), Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](#) (<https://policy.unt.edu/policy/06-003>). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

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](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). 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 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.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

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.

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 \(<https://registrar.unt.edu/registration>\)](#)
- [Financial Aid \(<https://financialaid.unt.edu/>\)](#)
- [Student Legal Services \(<https://studentaffairs.unt.edu/student-legal-services>\)](#)
- [Career Center \(<https://studentaffairs.unt.edu/career-center>\)](#)
- [Multicultural Center \(<https://edo.unt.edu/multicultural-center>\)](#)
- [Counseling and Testing Services \(<https://studentaffairs.unt.edu/counseling-and-testing-services>\)](#)
- [Pride Alliance \(<https://edo.unt.edu/pridealliance>\)](#)
- [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 \(<http://writingcenter.unt.edu/>\)](#)

