# Course Syllabus ANTH 4021 | Development of Anthropological Thought

# Department of Anthropology | University of North Texas

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**MEETINGS**

August 18th – December 4th

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

**Room:** Wooten Hall 113

**INSTRUCTOR**

Dr. Alicia Re Cruz, Professor

**Office location**: 104D Sycamore Hall | **Office phone**: 940-565-2663

**Office hours**: Weds 11:00am – 1:30pm on campus; Thurs 11:00am – 1:30pm Zoom/Teams (email for appt!)

**Email**: Alicia.ReCruz@unt.edu

**GRADING ASSISTANT**

Zachary Prater, MS Candidate in Applied Anthropology

Email: zacharyprater@my.unt.edu

**COMMUNICATION**

* **Use your UNT email account** for questions and scheduling appointments.
* **Professionalism is paramount.** Include “ANTH 4021” in the subject line, introduce yourself, include a signature. Emails are not text messages, even if sent from your mobile device.
* Please allow 24 hours for response. If you don’t hear from us in 24hrs, email again.
* **Set your Canvas notifications to stay current with course announcements.** Check your UNT email account frequently.

# COURSE DESCRIPTION

# Students in this class will critically examine, analyze, and debate foundational texts, ranging from 19th-century social science and evolutionary theory to 20th-century postcolonial and postmodern schools of anthropological thought. Students will identify paradigmatic shifts in scholarly approaches to understanding society and culture. A combination of written assignments, classroom discussions, and a final research project shall emphasize not only scientific, but also political and economic contexts and consequences of anthropological research. Prerequisites: ANTH 1010, ANTH 2300, or consent of the Instructor.

**COURSE GOALS**

This course is designed to provide anthropology majors and minors with a foundational history of anthropological thought. Readings, class discussions, and written work will familiarize you with the following:

1. A chronological trajectory of the discipline contextualized by supporting bodies of evidence which yield specific theoretical trends.
2. Works by canonized social scientists and anthropologists whose work exemplifies major schools of thought throughout the late 19th and early to the mid-20th century.
3. Works by marginalized intellectuals, including but not limited to BIPOC scholars and “research assistants” whose work is all but disappeared from so-called “Tier 1” publications.
4. Intellectual, political economic, and social consequences of Eurocentric, androcentric, and otherwise racist/sexist/bigoted perspectives throughout the development of the discipline.

If you take this class seriously, you will come away with a fundamental understanding of foundational anthropological concepts and models used to examine, describe and explain the human experience. You will also understand the major **critiques** of early anthropological scholarship, including its contribution (implicit or indirect, complicit or direct) to racist, sexist and nationalist ideologies.

**LEARNING OBJECTIVES**

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

**COURSE MATERIALS**

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

**Required textbooks:** If you wish to purchase previous editions, *caveat emptor* –not all readings are available in older editions.

1. Erickson, Paul L, and Liam D. Murphy. 2017. **Readings for a History of Anthropological Theory**. 5th or 6th edition. Toronto: University of Toronto Press.

[**The Erickson and Murphy text is available to you free of charge ONLINE through the UNT Library**](https://libproxy.library.unt.edu:2160/lib/unt/detail.action?docID=4931392). Five copies are available, so no more than five students can access the book simultaneously. Please do not download book chapters, as it prevents others from accessing materials.

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

**Do not use downloaded articles for abstracts or discussion questions.**

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

**COURSE PROFICIENCIES**

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

# ASSIGNMENTS AND ASSESSMENTS

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

1. **1** Student Introduction and Syllabus Acknowledgement
2. 80% Attendance and Participation (80/100% is required to pass the class)
3. **6** Written Reading Abstracts
4. **6** Participatory Classroom Discussion Questions
5. **1** Research Paper Proposal, Paper, and Presentation
6. **5** “Earn some points!” Extra credit assignments
7. **Student Introduction and Syllabus/Schedule Acknowledgement 50 points**

Please read the Syllabus/Schedule and submit the following by Friday of Week 1

1. a brief personal introduction
2. an acknowledgment of having read and understood the course syllabus and course schedule
3. **Attendance and Participation 100 points**

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

1. **6 Reading Abstracts @ 100 points each 500 points**

## Instructions

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

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

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

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

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

**TIPS:**

* Keep a copy of this assignment rubric readily available.
* After you craft your Abstract, look at the rubric and ensure it addresses all assignment components.
* Writing succinctly takes practice. It is challenging to construct a good Abstract in 250 words. I will allow a 25-50 word overage leeway; however, it is not advised to write under the word limit.
1. **6 Discussion Questions @ 50 points each 300 points**

## Instructions

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

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

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

* **(10 points)** **Following Instructions**:
	+ **Must be asked IN-CLASS** on the week of the assigned reading. Participation in class is a requirement for this course. If you don’t ask your question in class, you will lose 10 points for the assignment, effectively lowering your grade from an A to a B. Absence policies apply.
	+ Must also be submitted to Canvas by on the assigned week of discussion.
	+ May (or may not – your choice) use a “gripping quote” to contextualize and anchor your question directly to the reading/author.
	+ May comprise a modified or corrected discussion question from the Abstract assignment on Canvas or bring up and submit an entirely new discussion question.
* **(10 points) Curiosity and Critical Thinking,** this means it is original, substantial, and thought-provoking
	+ **If you grab a quote or question from a theory textbook or the Web, I will know.** Please use your brain and do your own work.
	+ A *substantial*, *thought-provoking* question does not mean an overly verbose, intentionally obscure, or incomprehensible question. BIG, mundane questions can sometimes lead to fruitful conversation, provided they are…..
* **(10 points) Contextualized**, this means that BEFORE you even ask the question, you introduce the idea or quote you wish to question by situating it in terms of *at least one of the following*:
	+ a particular school of thought
	+ the author’s thesis
	+ a particular passage or quote from the assigned reading
	+ a topic or event presented as a framework for your question (real or hypothetical);
* **(10 points) Conversational,** this means that you ask in such a way as to generate conversation and to avoid the following pitfalls:
	+ obvious questions (those which are answered in the reading)
	+ vague or ambiguous questions (those which do not contain a *specific* subject or point of reference)
	+ rhetorical questions (those asked to make a point rather than to seek an answer)
	+ leading questions (in legal terms: **suggestive interrogation** – those which prompt or imply a particular answer from the respondent, often phrased as **yes/no** questions;
* **(5 points)** **cited,** with reference to the specific page number(s) if appropriate;
* **(5 points)** Must contain a **bibliographic reference** properly formatted using Chicago Style.
1. **Mid-Semester Proof of Concept Assignment 50 points**

The Mid-Semester Assignment will be a **Proof of Concept** (essentially a “research proposal”)which precedes your Final **formal academic paper** and **podcast or slide show presentation.** The topic for the paper and podcast will be due in the form of a **Proof of Concept**. Component(s) of the **Proof of Concept** must be submitted on Canvas by the due date noted in the instructions.Mid-Semester **Proof of Concept** will be graded and returned to students within 1 week of the due date to allow plenty of time to rethink/revise before commencing the research.Mid-Semester Proof of Concept will not be accepted late without a University-Approved excuse by 5:00 pm CST BEFORE the scheduled work is due. **NO EXCEPTIONS.**

1. **End-of-Semester Final Academic Paper and Presentation 150 points**

End-of-Semester Assignment will require two components:

1. a **formal academic paper** AND (100pts)
2. a **podcast or slideshow presentation** (50pts)

The topic for the Final Paper and Presentation will be due at midsemester in accordance with the Proof-of-Concept assignment. The paper and chosen presentation format must be submitted on Canvas by the due date noted in the instructions. **End-of-Semester Assignments** will not be accepted late without a University-Approved excuse by 5:00 pm CST BEFORE the scheduled work is due. **NO EXCEPTIONS.**

**GRADING**

1250 possible points may be earned in this course by regularly attending, and by completing the abstracts, discussions, and mid and end-of-semester assignments. The points distribution is listed below.

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

**Attendance:** **100 possible points**

Attendance which falls below an 80% at any point in the semester is unacceptable unless accompanied by a legitimate, University-excused absence. These type of absences must be vetted through the Dean of Students.

**Reading Abstracts**: **500 possible points**

6 required written assignments @ 100 points each

T**he 5 of 6 abstracts with the highest score will count towards**

**your final point totals.**

**Discussion Questions**: **300 possible points**

6 required in-class Discussion Questions @ 50 points each

Presented and asked in class **AND** submitted in Canvas.

**Mid-Semester Proof of Concept:** **50 possible points**

Written submission @ 50 points

**End-of-Semester Research Report and Presentation:** **200 possible points**

Paper @ 200 points

Presentation @ 50 points

**FINAL GRADE: 50 + 100 + 500 + 300 + 300 = 1200 possible points**

## Extra Credit Opportunities

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

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

Example: 1025 (*points earned*) **÷** 1200 *(total possible points)* = 0.854 … **x** 100 = 85% or a ‘B’ – good job!

**YOU MUST EARN A ‘C’ IN THIS CLASS TO GRADUATE WITH AN ANTHROPOLOGY DEGREE.**

**Letter grade conversion:**

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

# HOW TO BE SUCCESSFUL IN THIS COURSE

* READ the required (and recommended) assignments and do your best to learn from them;
* Participate fully in the course, i.e., get plenty of rest the night before and **stay engaged by participating in the discussions.**
* Ask questions in class *in addition* to the required discussion questions.
* Don’t be afraid to make mistakes or go on a limb. Learning is a process – there are no “stupid” questions – everyone (including your instructor) is here to learn!
* Log into Canvas and check your email frequently during the week to check announcements.
* [READ at least 24hours in advance of our classroom meetings](https://newsinhealth.nih.gov/2013/04/sleep-it) or submitting assignments.
* **NO LATE ASSIGNMENTS WILL BE ACCEPTED WITHOUT A UNIVERSITY-APPROVED ABSENCE.**
* **Seek assistance immediately if you are experiencing *any* problems.** If your problem is technical, start with the Student Help Desk (see below). If it is conceptual or practical, contact me or the IA.
* **Share what you have learned with others!** The ideas you and your classmates express in your assignments are essential and valuable. Talking about what you are learning in class is a great way to retain what you have learned and to think critically about others’ perspectives!

# COURSE POLICIES

1. **Technical Difficulties:**

**If you have ANY technical difficulties, follow these steps:**

* 1. Capture an image of the issue using “print screen” or other capture features
	2. Contact the Canvas Help Desk at <https://unt.instructure.com/>using the link at the bottom of the global navigation menu.
	3. Give the friendly folks at the Helpdesk the following info: your Student EUID; Name & Section of the Course: Anth 4021 Development of Anthropological Thought
	4. Once you have a ticket number from the Help Desk, email me (see contact info above)
	5. Students should immediately **report any server-related problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324**.

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

1. **Late work and Make-up assignments:**

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

1. **Grade Appeals:**

Questions about grades – including grade appeals – must be presented to the Instructor within 48hrs following receiving the grade. I am happy to go over what you missed in-office hours. My goal is for you to succeed!

1. **Extra Credit:**

Complete the **Earn Some Points! Assignments** throughout the semester. Complete the **SPOT Course Evaluation** in late April for 10 extra credit points. Check announcements for other EC opportunities.

1. **Attendance Requirements and Personal Day Policy**

Regular, punctual attendance and active participation are essential for your success in this class.

College is intended to prepare students for the “REAL WORLD”. To prepare you for this reality, I reserve the right to deduct up to 80 points for egregious unexcused absences. Some **non-emergency personal** **events** (transportation issues, pet illness, getting called into work, exhaustion) do not fall under University guidelines. Your responsibility is to communicate with me so your absence is excused. Imagine not showing up to work and not informing them - it's pretty much that serious. Read on…….

**Personal Days:** Everyone will receive **two (2) excused “personal days” this semester**. To take a non-emergency personal day, you must email well in advance of our classroom meeting. ***I do not need or want to know why you are taking a personal day.*** Just email and respectfully let me know: Jamie.johnson@unt.edu

**Excused Absence:** missing class and emailing the professor *as much in advance as possible* with a [legitimate University-Excused reason for absence](https://policy.unt.edu/policy/06-039). Please refer to [University Policy 06.039](https://policy.unt.edu/policy/06-039).

**Unexcused Absence:** missing class for any reason without emailing the professor well *in advance*.

**Attendance Grading**
Attendance = 100 points (100%) **Two personal days**: excused (no point deductions). 1st unexcused absence: -10 points from final point totals (90%)2nd unexcused absence: -20 points from final point totals (80%)
3rd unexcused absence: -80 points from final point totals and meeting with the Dean of Students (20%)

There is no way to “make up” unexcused absences; plan to complete extra credit to earn additional points.

**Tardies**: students who are more than 15 minutes late to class without 1) advance notice and/or 2) a legitimate excuse will be required to take a personal day or an unexcused absence.

## Absence-related Make-up or Late Work

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

**Professor and Instructional Assistant Attendance**

This course meets **in-person** on **Mondays and Wednesdays.** The only exceptions to the professor’s in-person attendance are 1) if I develop a contagious illness, in which case, I will do my best to Zoom into class, and 2) in late March/early April when I am traveling for conference, in which case, I will either Zoom into class or prerecord the lecture. Our Instructional Assistant will only be attending meetings on Mondays.

**Virtual Meeting Expectation**: ALL students in the Zoom meeting are **required to enable their webcams.** If your PC, laptop, or mobile device does not have a working webcam, UNT has laptops available for check out.

1. **Classroom Citizenship:**

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

1. **Copyright Notice:**

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

1. **Important Registrar Dates, Drops, and Withdraws:**

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

# UNIVERSITY POLICIES

**1) University Policy on Student Academic Integrity:** **(**[**Policy and Procedures number 06.003**](https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity_0.pdf)**)**

**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. These are all defined for you in the policy above, on the [Department of Anthropology Website](https://anthropology.unt.edu/resources/academic-integrity-policy), and in the [Canvas shell for this class](https://unt.instructure.com/courses/98469/pages/course-policies-and-academic-integrity?module_item_id=6324871).

**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 adhere to the [American Anthropological Association’s Principals of Professional Responsibility](https://ethics.americananthro.org/category/statement/): Principal #2 “Be Open and Honest Regarding Your Work. Specifically, the Association implores that, “[i]n 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](https://writingcenter.unt.edu/). 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](https://anthropology.unt.edu/resources/writing-guide). For information on the University’s policies and procedures regarding academic integrity and dishonesty, see the UNT [Student Academic Integrity policy](https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity.pdf).

1. **ODA Policy:**

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

1. **Sexual Discrimination, Harassment, and Assault:**

UNT is committed to providing an environment free of ALL forms of discrimination, harassment, and assault, *particularly* those of a sexual nature, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) are a victim of any acts of aggression, WE ARE HERE FOR YOU. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT’s Dean of Students website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources\_0.](http://deanofstudents.unt.edu/resources_0) UNT’s Student Advocate can be reached through e-mail at [SurvivorAdvocate@unt.edu](http://SurvivorAdvocate@unt.edu/) or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Course Syllabus and Course Schedule Acknowledgement**

For [Assignment #1](https://unt.instructure.com/courses/98469/discussion_topics/1924183), you will introduce yourself to the professor, the teaching assistant, and your peers.

At the end of that Introduction, you will state:

I have read and understand the course syllabus, including:

1. When and how this class meets
2. The names of my Professor and Teaching Assistant, how to contact them, what their office hours are
3. The two required textbooks, where I can locate and/or purchase them
4. The six (6) major assignments and assessments
5. How to write and submit an abstract, how to write, submit and present a discussion question
6. How my grade is determined
7. Attendance and Participation Policies, including “personal days”
8. Policies for missed assignments and/or missed class meetings
9. Academic Integrity Policies
10. ODA Accommodations and Title IX Assistance and Support

I have read and understand the course schedule, including:

1. Tips on how to be successful in this class
2. How to read, interpret, and follow the Course Schedule
3. How readings relate to a particular theme or school of thought
4. That some readings will come from the Erickson and Murphy (EM) reader
5. That other readings will come from the McGee and Warms (MW) reader
6. That still other readings will be posted in Canvas as PDFs
7. That readings should be prepared *in advance* of the class meeting
8. Due dates for all Abstracts, DQs, and assignments
9. Three (3) Abstracts and Discussion Questions must be submitted before Week 9; the other three (3) must be submitted by Week 15
10. The last regular class day is Wednesday, May 1st; The Final Paper and presentations are due on Monday, May 06th, from 01:30 AM-03:30 PM

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

**COURSE SCHEDULE**

**5 keys to success in anth 4021:**

1) Prepare. You are responsible for learning all assigned material, even if not explicitly covered in the lecture. Lectures may “spill over” from Monday to Wednesday. Assigned readings should be completed **before class** on the day they are assigned.

2) Attend. Early anthropological theory readings are DENSE; their meanings are not self-evident. **Use the Reading Questions to guide your thinking**. You are responsible for learning material discussed in class even if that material is not found (or easily understood) in the assigned readings.

3) Participate. Read the textbook **Introductions** and **Overviews**. Stay engaged during classroom discussions. Come prepared to ask questions. Answer questions I ask the class, if not out loud, when taking notes.

4) Submit your assignments on time. I will not (in fact, cannot) accept late work without a university-excused absence.

5) Communicate. Make an appointment to come to office hours if you have questions or concerns. Use the “General Discussion Question” discussion board to question your peers and me about reading assignments or activities. Chances are, someone else has the same question!

**WEEKLY READINGS AND COURSEWORK**

**Please note: this reading schedule is subject to flexibility as we progress through the semester.**

HOW TO FOLLOW THIS SCHEDULE:

**Primary Source** readings are selected from the two assigned textbooks denoted as **EM** or **MW**.
EM Readings from Erickson and Murphy – available online through UNT Library – multiple user access
MW Readings from McGee and Warms – older edition available on 2hr Course Reserve at Willis Library

**Additional readings not in EM or MW will be available on Canvas in the “Required and Recommended Readings” module and/or via a link or upload in the respective week’s module.**

**Parts, Chapters, and Page Numbers** will be denoted asfollows: **Chapter 4, page 63-80 = (Ch. 4, Pp. 63-80)**