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UMD > CAHSS > Department of Studies in Justice, Culture, & Social Change > Anthropology > Tim Roufs > Anthropology of Europe

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[map_link \(.pdf\) -- CIA Maps](#)

[map_link \(.jpg\) -- CIA Maps](#)

~ [Google advanced](#)

~ [Google scholar](#)

~ [Google images](#)

~ [Google Translate](#)

[Wikipedia > Europe](#)

[Wiktionary](#)

[The World Fact Book](#) -- CIA

[UMD Library Main Catalog](#)

[Anthropology News](#) / [BBC News](#) > [Europe](#)

Wednesday, 10-Jan-2024 03:35:44 GMT



[TR HomePage](#)

[TR Courses](#)



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~ [Where do I begin?](#)

~ [Conducting Research](#)

Anthropology of Europe

(aka Peoples and Cultures of Europe)

[ANTH 3635: Calendar Spring 2024](#)

[Due Dates](#) s2024

[Canvas Modules](#) for Class Participants s2024

[Simple Syllabus](#) (.pdf) s2024



*Europa and the Bull
Enlèvement d'Europe*
Noël-Nicolas Coypel, c.
1726

[Society for the Anthropology of Europe](#)

[Countries, Cultures, Regions, and Territories of Europe](#)

[topics and resources](#)

[European Studies](#)

[language dictionaries](#)

[BBC News: Europe Eurostat-Europa \(EU\)](#)

Anthropology of Europe Course Information

Course Information

[Search the site](#)

(all TR courses and web pages)

[Jump to "Where to Begin?"](#)

The information below is also included in the [Orientation Slides \(.pptx\)](#)

[\[click here ↑ to view the slides\]](#)

[Anth 3635 s2024 calendar](#)

Peoples and Cultures of Europe
University of Minnesota Duluth

46415-001 (01/10/2024 - 04/26/2024), instruction mode: Online--asynchronous, Roufs, Tim, 3 credits
Schedule may change as events of the semester require

First-Day Handout

[syllabus]

(.pdf version s2024)

s2024 [Greetings! -- Information on the Textbook and Other Things](#) (Tuesday, 26 December 2023)

s2024 [Canvas "Modules" and "Sunday Memos" -- General Organization of Stuff](#) (Thursday, 28 December 2023)

s2024 [Using the Canvas "Modules" to Keep Track of your Assignments](#) (Sunday, 31 December 2023)

s2024 [Welcome to the Anthropology of Europe](#) (Wednesday, 3 January 2024)

s2024 [What's Happening Week 1? -- Getting Started](#) (Sunday, 7 January 2024)

This Week's News in . . .

[Textbook](#)

[The Course in a Nutshell](#)

[Where Should I Begin?](#)



s2024 [Modules for Participants](#)

[information](#)

[navigation](#)

[What's Happening this Week?](#)

[A-Z](#)

[Other Useful Information](#)

[Learner Outcomes](#)

for other week-by-week information on the semester,
please see the ANTH 3635 [Spring 2024 calendar](#)

Term Calendar

Today is Tuesday, 09 January 2024, 21:35 (09:35 PM) CST, day 009 of 2024

NOTE: Click on "wk_N" in the first columns to go to that week

January 2024							February 2024							March 2024							April 2024							May 2024											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
	1	2	3	4	5	6	wk 4				1	2	3	wk 8					1	2	wk 12	1	2	3	4	5	6	wk 16				1	2	3	4				
wk 1	7	8	9	10	11	12	13	wk 5	4	5	6	7	8	9	10	wk 9	3	4	5	6	7	8	9	wk 13	7	8	9	10	11	12	13		5	6	7	8	9	10	11
wk 2	14	15	16	17	18	19	20	wk 6	11	12	13	14	15	16	17	wk 10	10	11	12	13	14	15	16	wk 14	14	15	16	17	18	19	20		12	13	14	15	16	17	18
wk 3	21	22	23	24	25	26	27	wk 7	18	19	20	21	22	23	24	wk 11	17	18	19	20	21	22	23	wk 15	21	22	23	24	25	26	27		19	20	21	22	23	24	25
wk 4	28	29	30	31				wk 8	25	26	27	28	29			wk 12	24	25	26	27	28	29	30	wk 16	28	29	30						26	27	28	29	30	31	

[links to current weeks](#)

[UM holidays](#)

[Spring break](#)

[study days](#)

[final exam](#)

[first/last days of classes](#)

[to textbooks](#)

Office Hours: ~

Spring (10 January-3 May) **2024****via ZOOM Tu 7:00-8:00 p.m.**<https://umn.zoom.us/my/troufs>or e-mail troufs@d.umn.edu to set up a private time to ZOOM

Contact Information:

[troufs](#)

SMS/textmessaging: 218.260.3032



WhatsApp 1-218.260.3032

[tweet:](#)Course URL: ~ <https://www.d.umn.edu/cla/faculty/troufs/anth3635/cecal-s2024.html#title>**Meet Your Professor**<http://www.d.umn.edu/cla/faculty/troufs/MeetYourProfessor.html>

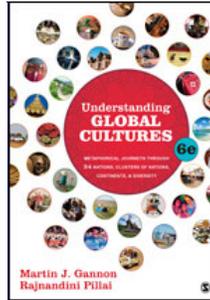
Slides: (.pptx) (.pdf)

~

[E-mail Tim Roufs](#) for more information

~

Textbook Information<https://www.d.umn.edu/cla/faculty/troufs/anth3635/cetexts.html#title>**Textbook / Course Materials**[assignments summary](#)



***Understanding Global Cultures:
Metaphorical Journeys Through 34 Nations,
Clusters of Nations, Continents, and Diversity, Sixth Edition***

is currently available on-line for \$61.76 new, \$38.99 used, and \$54.70-\$86.99
for eTextbook. (from Amazon)

(+ p/h, where applicable, at amazon.com & eligible for FREE Super Saver Shipping on orders over \$25).

(03 December 2023)

[It has been offered on-line for as much as \$333.28, or even more,
so be careful to check prices.]

[text details](#)[Ⓔ]

Published By: SAGE Publications, Thousand Oaks, CA, 2015

Pages: 680

ISBN-10: 1412995931

ISBN-13: 978-1412995931

Textbooks are available from these sources . . .

[UMD Bookstore](#) | [Amazon.com](#) | [Barnes and Noble](#)

[CampusBooks.com](#) | [Chegg](#) [rental] | [ecampus.com](#) | [half.com](#)

[booksprice.com](#) | [CheapestTextbooks.com](#) | [CourseSmart.com](#) | [TextbookMedia.com](#)

[Direct Textbook](#)

(It's expensive, so consider renting one, or buy a used copy; exams are open-book, so you should have a copy. We'll be using this text again in the Fall (in Global Cultures) and in the Spring (in Anthropology of Europe), so if the UMD bookstore is back in operation there should be a local market for used copies.)

[top of page](#)  [A-Z index](#)

 [canvas](#)

[TR HomePage](#)[Ⓔ]

AUTHORS

Martin J. Gannon



[WebSite](#)

<http://www.csusm.edu/coba/about/meet-our-faculty/gannon.html>

Professor, California State University San Marcos
Professor Emeritus, Robert H. Smith School of Business, University of Maryland

(Ph.D., Columbia University) is Professor of International Management and Strategy, College of Business Administration, California State University San Marcos. He is also Professor Emeritus, Smith School of Business, University of Maryland at College Park. At Maryland he held several administrative positions, including the Associate Deanship for Academic Affairs and the Founding Directorship of the Center for Global Business, and received the University's International Landmark Award.

Professor Gannon has been the Senior Research Fulbright Professor at the Center for the Study of Work and Higher Education in Germany and the John F. Kennedy/Fulbright Professor at Thammasat University in Bangkok, and has served as a visiting professor at several Asian and European universities. He has also been a consultant to many companies and government agencies. Professor Gannon has lived and worked in over 25 nations for various periods of time as a visiting professor, consultant, and trainer.

Rajnandini (Raj) K. Pillai



<http://www.csusm.edu/coba/about/meet-our-faculty/pillai.html>

Professor: California State University San Marcos

Ph.D. Rajnandini "Raj" Pillai (Ph.D., State University of New York at Buffalo, 1994) is a Professor of Management at the College of Business, California State University San Marcos (CSUSM). She is also Executive Director and founding member of the Center for Leadership Innovation and Mentorship Building (CLIMB) at the university. Her areas of research interest are leadership and cross-cultural management. She has published her work on charismatic and transformational leadership, leadership and voting behavior, and cross-cultural differences in organizational justice in *The Leadership Quarterly*, *Journal of Management*, and the *Journal of International Business Studies*. She has also presented her work at regional, national and international conferences and serves on the Academy of Management Teaching Themes Committee. She has also co-edited two books, *Teaching Leadership: Innovative Approaches for the 21st Century* (2003) and *Follower Perspectives on Leadership* (2007) and is co-author of the 4th and 5th editions of *Understanding Global Cultures* with Martin J. Gannon. She serves on the editorial board of *The Leadership Quarterly*. Rajnandini Pillai has held mid level management positions in the banking industry in India, consulted with organizations in the U.S. on leadership effectiveness, and conducted workshops on leadership and global issues for the local business community. She has received awards for excellence in teaching and research including the College of Business Outstanding Professor Award, the Western Academy of Management Ascendant Scholar Award, the CSUSM President's Award for Scholarship and Creative Activity, and CSUSM's highest faculty honor, the Harry E. Brakebill Distinguished Professor Award.

-- [Maureen Bickley Center](#)

Description:

"In the fully updated Sixth Edition of *Understanding Global Cultures: Metaphorical Journeys Through 34 Nations, Clusters of Nations, Continents, and Diversity*, authors Martin J. Gannon and Rajnandini Pillai present the cultural metaphor as a method for understanding the cultural mindsets of individual nations, clusters of nations, continents, and diversity in each nation. A cultural metaphor is any activity, phenomenon, or institution that members of a given culture consider important and with which they identify emotionally and/or cognitively, such as the Japanese garden and American football. This cultural metaphoric approach identifies three to eight unique or distinctive features of each cultural metaphor and then discusses 34 national cultures in terms of these features. The book demonstrates how metaphors are guidelines to help outsiders quickly understand what members of a culture consider important."

"In summary, this is a significant book . . . for a multitude of audiences, including scholars, practitioners, students, expatriates, travelers, and those who are simply interested in culture. . . . This book is also an ideal reference tool, since the metaphors are easy to remember yet rich in contextual value and are presented in a logical structure for quick consultation. Overall, this book is enormously appealing, genuinely useful, and a worthy addition to any collection." -- Thunderbird

International Business Review (reviewing the Third Edition)

"In *Understanding Global Cultures, Fourth Edition*, authors Martin J. Gannon and Rajnandini Pillai present the cultural metaphor as a method for understanding the cultural mindsets of individual nations, clusters of nations, and even continents. The fully updated Fourth Edition continues to emphasize that metaphors are guidelines to help outsiders quickly understand what members of a culture consider important. This new edition includes a new part structure, three completely new chapters, and major revisions to chapters on American football, Russian ballet, and the Israeli kibbutz."

This book describes a method, the cultural metaphor, for understanding easily and quickly the cultural mindset of a nation and comparing it to those of other nations. In essence, the method involves identifying some phenomenon, activity or institution of a nation's culture that all or most of its members consider to be very important and which they identify closely. Metaphors are not stereotypes. Rather, they rely upon the features of one critical phenomenon in a society to describe the entire society. The characteristics of the metaphor then become the basis for describing and understanding the essential features of the society. For example, the Italians invented the opera and love it passionately. Five key characteristics of the opera are the overture, spectacle and pageantry, voice, exteriority, and the interaction between the lead singers and the chorus. These features are used to describe Italy and its cultural mindset. Thus the metaphor is a guide or map that helps the student of foreigner understand quickly what members of a society consider to be very important.

The generic types of cultural frameworks developed by Triandis and Fiske, and the torn and cleft culture framework developed by Huntington, form the underpinning of the book. These frameworks allow the reader to gain new insight into various cultural metaphors and to begin to address the challenging issue of integrating cultural and economic perspectives.

The Course Outline in a Nutshell

COURSE STRUCTURE

ANTH 3635 Anthropology of Europe[Ⓞ]
consists of three main segments:

I Orientation and Background

Introduction

Basic Concepts

History

Theory

Methods and Techniques

II Explorations

Comparative / Cross-Cultural

Holistic (holism slides.pptx)[Ⓞ]

**Ethnographic Case Studies from the Real World:
Real People . . . Real Places from Around Europe**

III Student Presentations on Term Research Project

[General Course Information](#)

The Course in a Nutshell

COURSE CONTENT

primarily comes from the following sources . . .

- **MAIN MEMO FOR THE WEEK . . .**
- **IN-THE-NEWS** . . .
- **VIDEO EXPLORATIONS** . . .
- **SLIDE PRESENTATIONS** . . .
- **READINGS FOR THE WEEK** . . .
- **OTHER ASSIGNMENT INFORMATION . . .**
- **MIDTERM AND FINAL EXAMS . . .**
- **RESEARCH PROJECT INFORMATION**
 . . . on a topic of your choice related to the
course
- **DISCUSSIONS** . . . including your personal
experiences
- (optional) **EXTRA CREDIT** . . . on a topic of
your choice related to the course
- **OTHER (optional) . . .**

[Course Structure](#)

PLEASE NOTE:

**Both the Midterm Exam and Final Exam
are open-book/open-notes essay exams.**

**So there should be very little work and
effort spent on memorizing facts, other
than, perhaps, where to go to find the
information you are looking for.**

**More Information on Exams: [Midterm](#)
[Final](#)**

[Additional General Course Information](#)

Where to Begin?

1. Open your  canvas folder and have a look around

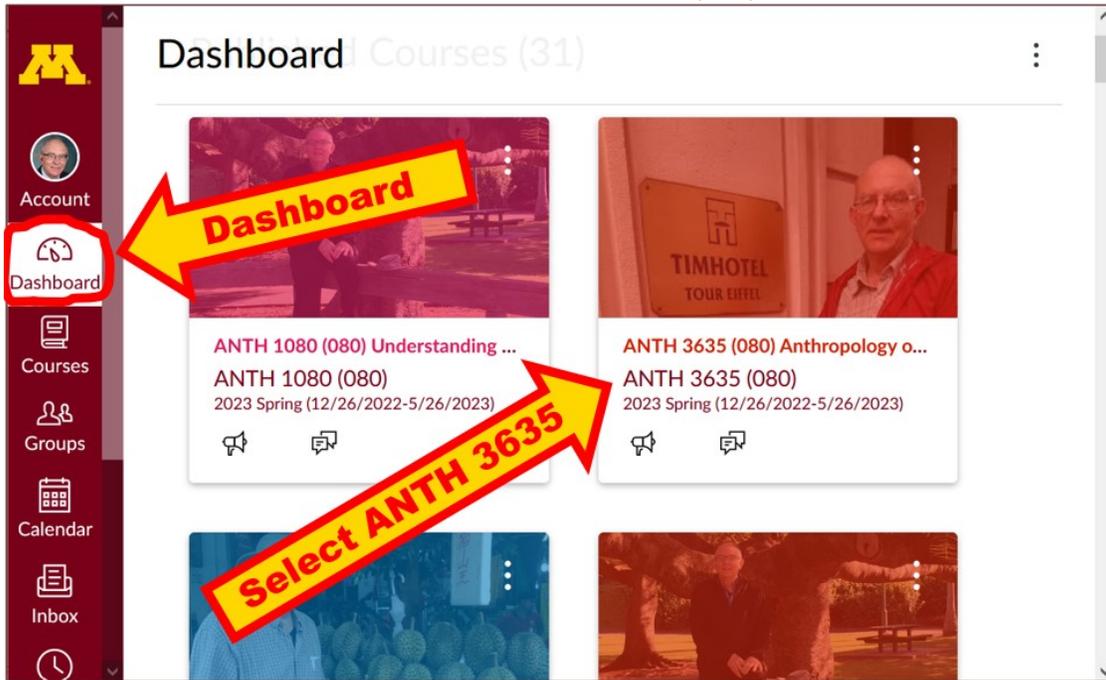
(once it is made available on-line) . . .

<http://canvas.umn.edu/>

2. Go to your  canvas Dashboard . . . and,

3. Select ANTH 3635 . . .

REM: Links on screenshots are not "hot" (active)



You will find basic course information links on **the course Home Page**

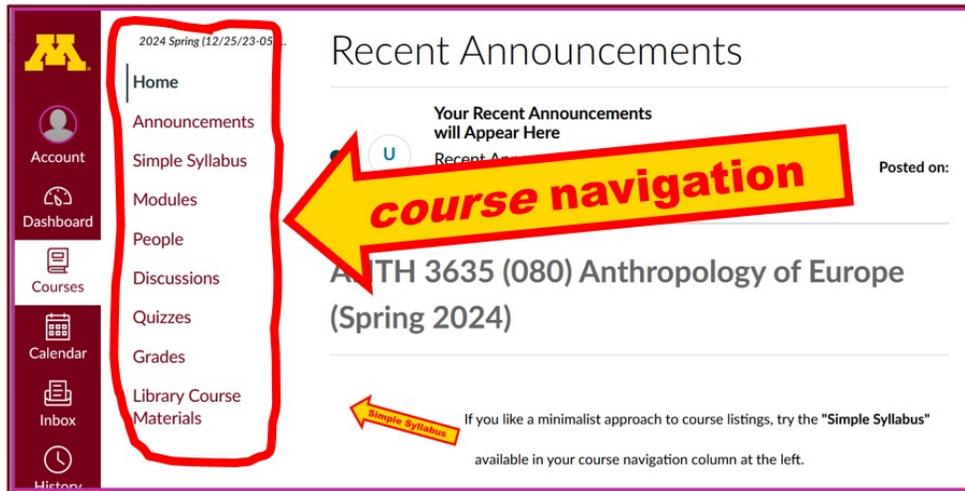
REM: Links on screenshots are not "hot" (active)



Clicking on one of the "**Course Navigation Links**" (when you are *in* canvas)

will take you to the major sections
of your  canvas ANTH 1080 folder . . .

REM: Links on screenshots are not "hot" (active)



2024 Spring (12/25/23-05)

Recent Announcements

Your Recent Announcements will Appear Here

Posted on:

ANTH 3635 (080) Anthropology of Europe (Spring 2024)

If you like a minimalist approach to course listings, try the "Simple Syllabus" available in your course navigation column at the left.

Simple Syllabus

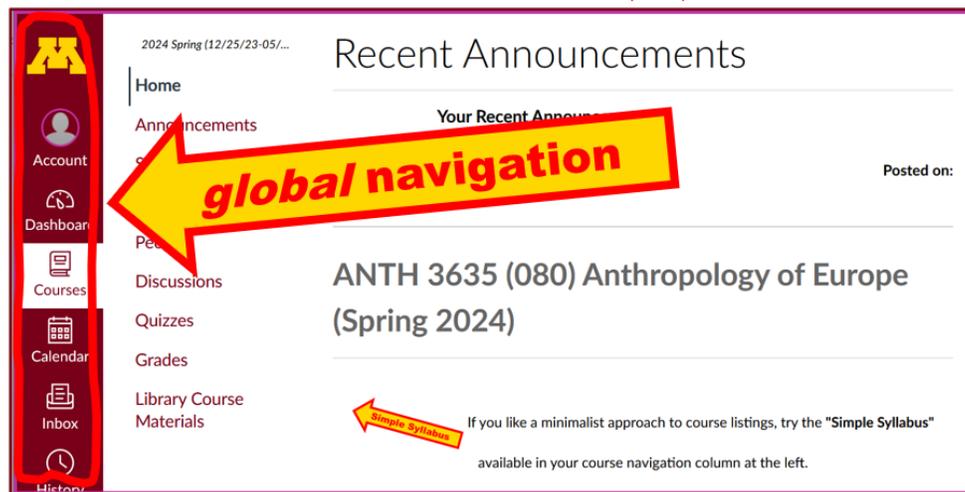
course navigation

Clicking on one of the "**Global Navigation Links**" (when you are *in* canvas)

will take you to the major sections
of your overall  canvas folder

that includes all of your courses that use  canvas . . .

REM: Links on screenshots are not "hot" (active)



2024 Spring (12/25/23-05/...

Recent Announcements

Your Recent Announcements

Posted on:

ANTH 3635 (080) Anthropology of Europe (Spring 2024)

If you like a minimalist approach to course listings, try the "Simple Syllabus" available in your course navigation column at the left.

Simple Syllabus

global navigation

And check the other links **Links Below the picture** . . .
(when you are *in*  canvas)

for other important materials . . .

REM: Links on screenshots are not "hot" (active)



AVISO!

One of the main complaints regarding Canvas is that it is difficult to find and keep track of assignments.

Right now, before you do anything else, do this to fix that problem . . .

From your Home page go to your s2024 "Modules" Folder (using the *Course Navigation Panel*)

REM: Links on screenshots are not "hot" (active)



. . . and that will take you to your Modules folder, which looks something like this . . .



REM: Links on screenshots are not "hot" (active)

To return "Home" anytime . . .

REM: Links on screenshots are not "hot" (active)

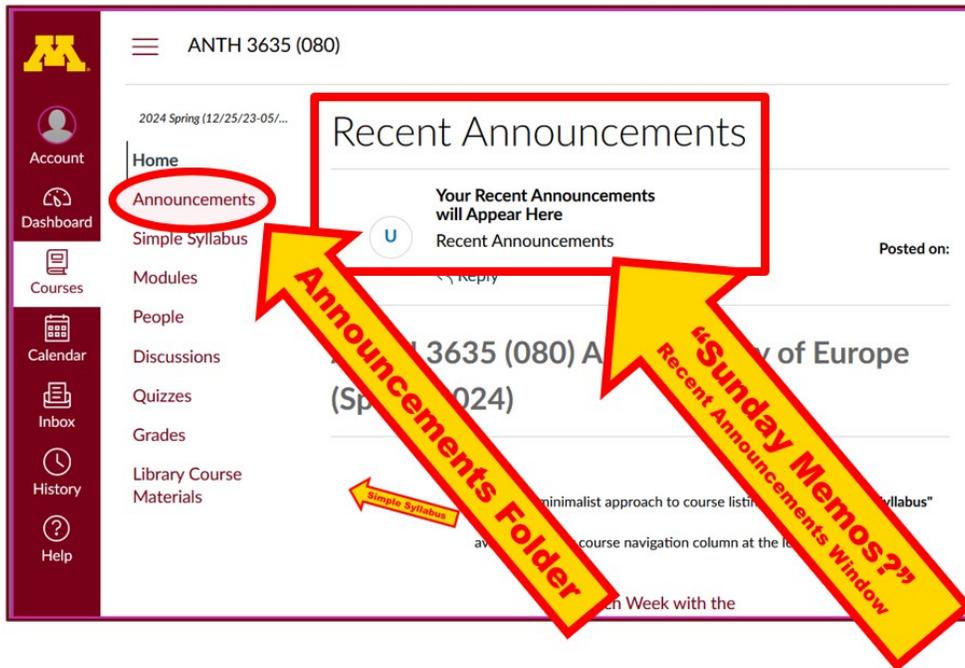
Likewise, clicking on the "Recent Announcements / What's Happening"

links at the very top of the "Home" page will bring you to the latest information for the class. . . .

These items change as new announcements appear

These announcements are easiest to find on your "Home" page (or in your UM e-mail account)

REM: Links on screenshots are not "hot" (active)



Clicking on
"What's Happening Week 1"
will bring you to a memo describing Week 1 events . . .

REM: Links on screenshots are not "hot" (active)

UNIVERSITY OF MINNESOTA

Duluth Campus *Department of Studies in Justice, Culture, and Social Change*
College of Arts, Humanities, and Social Sciences

228 Cina Hall
 1123 University Drive
 Duluth, Minnesota 55812-3306
 E-mail: troufs@d.umn.edu
 ZOOM: <https://umn.zoom.us/jy/troufs>
 7 January 2024



Anthropology of Europe Week 1



Direct Links to Canvas

Available on-line in your  folder at

2024 [Canvas Modules](#)
 2024 [Module Week 1](#)
 2024 [AE Simple Syllabus URL](#) [.pdf URL](#)

(click links for details)
 = leave page



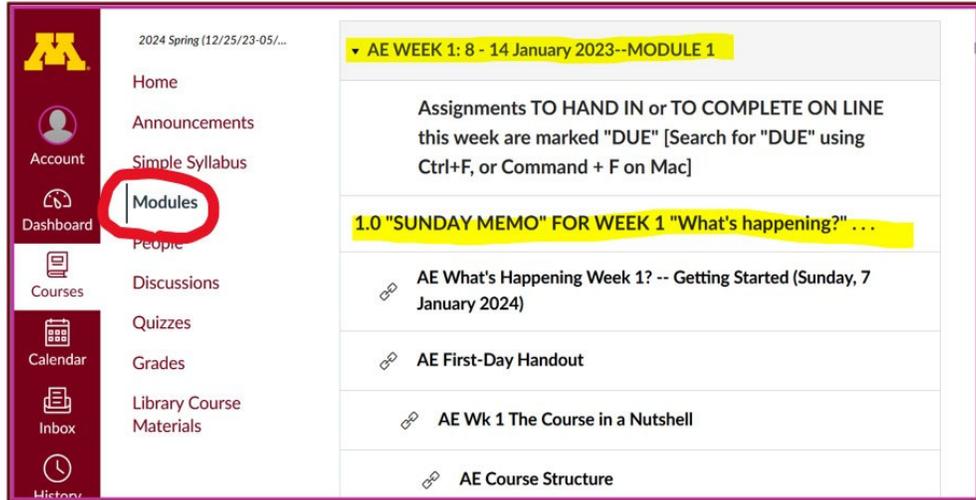
Tim Roufs  at the TimHotel Tour Eiffel, Paris

Anthropology of Europe Week 1

To get started with the basics of the course, go to

"What's Happening Week 1? -- Getting Started" . . .

REM: Links on screenshots are not "hot" (active)



2024 Spring (12/25/23-05/...

- Home
- Announcements
- Simple Syllabus
- Modules**
- People
- Discussions
- Quizzes
- Grades
- Library Course Materials

▼ AE WEEK 1: 8 - 14 January 2023--MODULE 1

Assignments TO HAND IN or TO COMPLETE ON LINE this week are marked "DUE" [Search for "DUE" using Ctrl+F, or Command + F on Mac]

1.0 "SUNDAY MEMO" FOR WEEK 1 "What's happening?" . . .

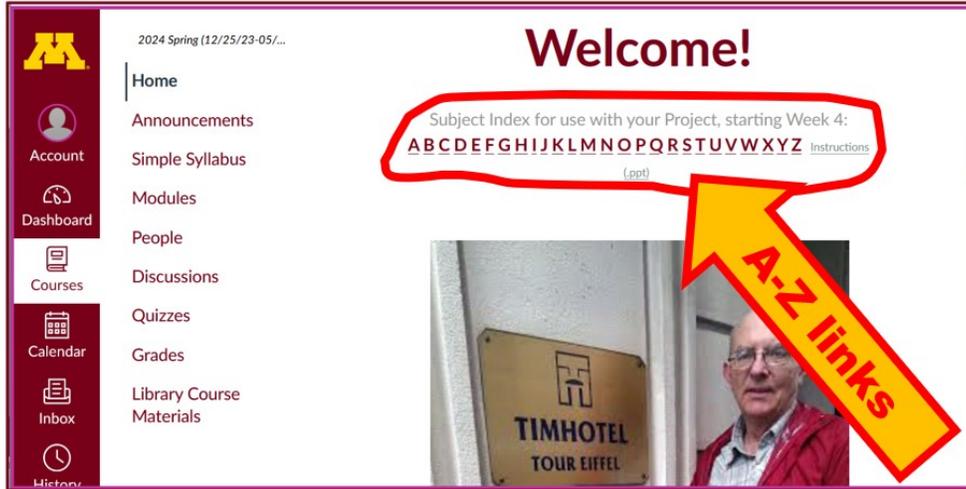
- AE What's Happening Week 1? -- Getting Started (Sunday, 7 January 2024)
- AE First-Day Handout
- AE Wk 1 The Course in a Nutshell
- AE Course Structure

The **"A-Z" links** (circled below) are handy to jump to up-to-date current topics . . .
 (when you are in  canvas)

They are handy to find out more information on any subject
 that is scheduled to be covered in this course

These can really be useful when you start looking
 for a topic for your term project

REM: Links on screenshots are not "hot" (active)



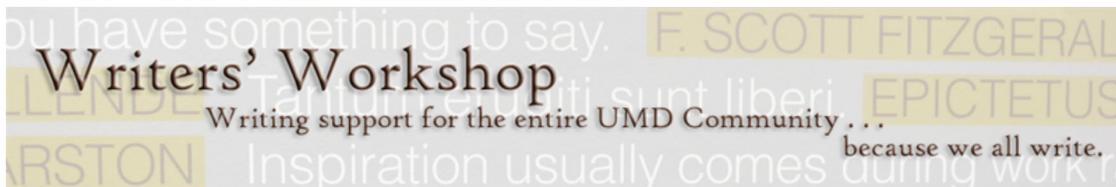
when you are in  canvas)

They are handy to find out more information on any subject .
 that is scheduled to be covered in this course

These can really be useful when you start looking for a topic for your term project

Other useful information:

- **Notetaking**
 - Consider the latest research that suggests that . . .
 . . .
**"For better learning in college lectures,
 lay down the laptop and pick up a pen"** --
Susan M. Dynarski, Evidence Speaks Series, Brookings (10 August 2017).
- **Special Facilities / Arrangements**
- **Extra Help**



Writers' Workshop

The Writers' Workshop offers free one-to-one writing support to all members of UMD's campus community. Sessions are held synchronously online or in-person with a graduate student or faculty consultant. Feel free to bring any writing project at any stage in the writing process. To make an appointment, visit d.umn.edu/writwork or stop by the Workshop's front desk located on the second floor of Martin Library and visit with Jill Jenson and her staff.

Students in this class have permission to see a Writers' Workshop consultant for assistance on exams, and all written projects.

Tutoring Center

The Tutoring Center on the second floor of Martin Library offers free tutoring sessions for this course. Your tutor will be a high-achieving student trained to assist you. To learn more about the Tutoring Center, find the tutor(s) qualified for this subject area, or reserve a time with a tutor, please visit the [Tutoring Center website](#). The tutors look forward to working with you!



Research Help

Research Help is a service where librarians provide guidance, support, and instruction on how to find and use information. You can meet with a librarian when you're not sure how to get started with a research project, when you've hit a wall in your research, or your usual process isn't working. You can [chat with a librarian 24/7](#), [schedule an appointment](#) with a subject librarian, [email](#), or [drop-in during the day](#).

Grades / Grading / Academic Policies

Understanding Global Cultures

This course is governed by the . . .

University of Minnesota Duluth Student Academic Integrity Policy

<http://d.umn.edu/academic-affairs/academic-policies/classroom-policies/student-academic-integrity>

UMD Office of Student and Community Standards

<http://www.d.umn.edu/conduct>

Use of AI-content generators for assignments *in this class*

When I taught Advanced Writing for the Social Sciences here at UMD, for over twenty-five years, my rule of thumb advice to students was to plan to spend 60% or more of their time and effort *revising* drafts (for academic type writing).

In 2001 [Wikipedia](#) appeared on the scene and very quickly became a useful tool as a *starting point* for many academic projects even though as an open-source resource the Wikipedia entries are not checked and verified in the same manner as other traditional reference materials.

Spelling and grammar checkers arrived on the general scene and helped with spelling and grammar checking, but, as you no doubt have discovered, they continue to require human editing.

And, of course, before that we had a selection of excellent Encyclopedia offering good starting points for many projects, the most popular being [The Encyclopedia Britannica](#).

And long before that there were libraries--since at least the days of Alexandria in Egypt, in the third century B.C.

The bottom line . . .

Today the evolution of research resources and aids continues with the relatively rapid appearance of ChatGPT and other automated content generators.

As many folks have already found out, they can be very useful as *starting points*, much like their predecessors. But, from the academic point of view, they are still only starting points.

Professors nationwide are for the most part advised, and even encouraged, to experiment with the potentials of ChatGPT and similar apps.

In this class it is fine to experiment, with the *caveat* that all of your written academic work demonstrates that your personal efforts—including content development and revision—reflect your personal originality, exploration, analysis, explanation, integrating and synthesizing of ideas, organizational skills, evaluation, and overall learning and critical thinking efforts.

That is to say you may experiment with the AI tool to do tasks such as e.g. brainstorming, narrowing topics, writing first drafts, editing text, and the like. AI-generated works should in no case be more than that.

In the end you need to become familiar enough with the various subjects, peoples, and places discussed in this class to research a topic and problem-solve on your own, and carry on an intelligent conversation about them in modern-day society . . . a conversation that goes beyond your voicing an unsupported opinion.

Please ask questions of and offer comments to



USEFUL LINKS FOR MORE INFORMATION:

From [Jill Jenson](#), Director of the Academic Writing & Learning Center

- Some citation methods:
 - [Citing from ChatGPT in APA Style](#)
 - [Citing from ChatGPT in MLA Style](#)
 - [Citing Material from ChatGPT](#)

For the record, what follows is the official UMD Academic Integrity Policy. Note that "unless otherwise noted by the faculty member" this is the default policy.

"UMD's Academic Integrity policy covers any work done by automated content generators such as ChatGPT or other generative artificial intelligence tools unless otherwise noted by the faculty member. These tools present new challenges and opportunities."

"Within the confines of this class The use of AI-content generators is strictly prohibited for any stage of

homework/assignment (e.g., draft or final product). The primary purposes of college are developing your thinking skills, being creative with ideas, and expanding your understanding on a wide variety of topics. Using these content generating AI tools thwarts the goal of homework/assignments to provide students opportunities to achieve these purposes. Please make the most of this time that you have committed to a college education and learn these skills now, so that you can employ them throughout your life." -- Jennifer Mencl, UMD

Associate Vice Chancellor, Academic Affairs, 10 May 2023

[Current information from the UMN Senate Committee on Educational Policy Resources](#)

<https://provost.umn.edu/chatgpt-syllabus-statements>

See Also [Using Wikipedia and other Standard Reference Works](#)

"Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This pledge can only be redeemed in an environment of trust, honesty, and fairness. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. In keeping with this ideal, this course will adhere to UMD's Student Academic Integrity Policy, which can be found at http://www.d.umn.edu/conduct/integrity/Academic_Integrity_Policy.htm. This policy sanctions students engaging in academic dishonesty with penalties up to and including expulsion from the university for repeat offenders." — UMD Educational Policy Committee, Jill Jensen, Chair (08/16/2007)

and the UMD Student Conduct Code

<http://www.d.umn.edu/conduct/code>

and the

Student Conduct Code Statement (students' rights)

<http://www.d.umn.edu/conduct/conduct/conduct-statement.html>

The instructor will enforce and students are expected to follow the University's Student Conduct Code http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html. Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom. Examples include ringing cell phones, text-messaging, watching videos, playing computer games, doing email, or surfing the Internet on your computer instead of note-taking or other instructor-sanctioned activities." — UMD Educational Policy Committee, Jill Jensen, Chair (08/16/2007)

[Instructor and Student Responsibilities Policy](#)

AVISO!

A Note on Extra Credit Papers

Failure to comply with the above codes and standards when submitting an Extra Credit paper will result in a penalty commensurate with the lapse, up to and including an *F* final grade for the course, and, at a minimum, a reduction in total points no fewer than the points available for the Extra Credit project. The penalty will *not* simply be a zero for the project, and the incident will be reported to the UMD Academic Integrity Officer in the Office of Student and Community Standards.

A Note on "Cutting and Pasting" without the Use of Quotation Marks (EVEN IF you have a citation to the source somewhere in your paper)

If you use others' words and/or works you MUST so indicate that with the use of quotation marks. **Failure to use quotation marks to indicate that the materials are not of your authorship constitutes plagiarism—even if you have a citation to the source elsewhere in your paper/work.**

Patterned failure to so indicate that the materials are not of your own authorship will result in an ***F* grade for the course.**

Other instances of improper attribution will result in a 0 (zero) for the assignment (or a reduction in points equal to the value of an Extra Credit paper), and a reduction of one grade **in the final grade of the course**.

All incidents will be reported to the UMD Academic Integrity Officer in the Office of Student and Community Standards as is required by University Policy.

and the

other pertinent policies as determined by the University of Minnesota, the University of Minnesota Duluth, The UMD [College of Arts, Humanities, and Social Sciences](#),² and the [Department of Studies in Justice, Culture, and Social Change](#)²

...

[Teaching & Learning: Instructor and Student Responsibilities](#)²:

"UMD is committed to providing a positive, safe, and inclusive place for all who study and work here. Instructors and students have mutual responsibility to insure that the environment in all of these settings supports teaching and learning, is respectful of the rights and freedoms of all members, and promotes a civil and open exchange of ideas. To reference the full policy please see: <http://www.d.umn.edu/vcaa/TeachingLearning.html>²."

[Final Exams](#)²:

[Final Exam Policy](#)²

"All 1xxx-5xxx courses offered for undergraduate credit should include a final graded component or end of term evaluation that assesses the level of student achievement of one or more course objectives. All final graded components are to be administered or due at the time and place according to the final exam schedule and not during the last week of class. To reference the full policy please see: <http://www.d.umn.edu/vcaa/FinalExams.html>²

[Excused Absences](#)²:

[Excused Absence Policy](#)²

"Students are expected to attend all scheduled class meetings. It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements. However, there are legitimate and verifiable circumstances that lead to excused student absence from the classroom. These are subpoenas, jury duty, military duty, religious observances, illness, bereavement for immediate family, and NCAA varsity intercollegiate athletics. For complete information, please see: <http://www.d.umn.edu/vcaa/ExcusedAbsence.html>²

[Appropriate Student Use of Class Notes and Course Materials](#)²:

"Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. For additional information, please see: <http://www.d.umn.edu/vcaa/ClassNotesAppropriateUseof.html>²

Other Important Policies:

[Grading & Transcripts](#)² policy

[Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](#)² policy

[Equity, Diversity, Equal Employment Opportunity, and Affirmative Action](#)² policy

[Academic Freedom and Responsibility](#)² policy

[Disability Services](#)² policy

[Syllabus Policy](#)²

[Syllabus Policy Statements](#)²

[Undergraduate Degree Requirements](#)²

[Course Numbering](#)²

[Admissions](#)²

[Student Academic Integrity](#)²

[Excused Absence Policy](#)² Board of Regents Student Conduct Code

Students with Disabilities

It is the policy and practice of the University of Minnesota Duluth to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements – such as time limited exams, inaccessible web content, or the use of non-captioned videos – please notify the instructor as soon as possible. You are also encouraged to contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Call 218-726-6130 or visit the DR website at <https://umd-general.umn.edu/disability-resources> for more information.

Learner Outcomes are guided by the following information . . .

See rubrics details with individual  canvas assignments.

[Grades / Grading / Academic Policies and Rubrics](#)

[Midterm Exam Rubrics](#)

[Final Exam Rubrics](#)

[Problem / Project Statement / Proposal Rubrics](#)

[Project Presentation Rubrics](#)

[Term Paper Rubrics](#)

[Extra Credit Rubrics](#)

[Class Activities Rubrics](#)

UM Recommended Syllabus Policy Information

[UM Recommended Policy Statements for Syllabi](#)

[UMD Disability Resources](#)

[UMD Health Services](#)

[UM Welbeing 101: Tips and Strategies to Help You Focus on Wellbeing This Semester](#)

UMD Red Folder [Emergency Guide](#)

[Student Mental Health](#)

Want to Talk?

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

AE Index of Major Items

[AE 1.0 "Sunday Memos"[Ⓔ]](#)

[AE 2.0 Video Schedule[Ⓔ]](#)

[AE 3.0 Slides Schedule[Ⓔ]](#)

[AE 4.0 Text Assignments Schedule[Ⓔ]](#)

[AE Main Due Dates[Ⓔ]](#)

[AE Spring 2024 Calendar[Ⓔ]](#)



[TR HomePage](#)

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Duluth, MN 55812

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Maps & Directions
Transportation & Parking

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