MyU

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lonely Planet

BBC News / The Fifth Floor -- BBC World Service /
The Gardian News / The Telegraph /
Anthropology in the News

canvas
TR HomePage

The World Fact Book -- CIA
EU Countries

Google advanced

Google scholar

Google images

Google Translate

Google URL Shortener

Wikipedia

Wiktionary

UMD Library Catalog

~ Navigate the OWL
~ APA Style
~ MLA Style
~ CMOS

~ Sample Papers:
APA MLA CMOS

~ Where do I begin?

~ General Writing

~ Conducting Research

~ topics and resources

Understanding Global Cultures

canvas Modules for Class Participants Spring 2022
canvas Modules for Class Participants Summer 2022

List of countries of the world -- Wikipedia

Language Dictionaries and Resources

International Development Indicators
-- Human Development Reports, United Nations Development Programme

Global Open Data Index

. Thursday, 06 January 2022, 21:37 (09:37 PM) CST,
day 006 of 2022 .

World Food and Water Clock

Search the troufs Site
(all TR courses and web pages)

[   ] [Search troufs]

Global Cultures
[Course Information ⌄]

Jump to "Where to Begin?"

The information below is also included in the
Orientation Slides
(.pptx)
[click here ↑to view the slides]

Anth 1080 ss2022
Understanding Global Cultures
University of Minnesota Duluth

86857 - 001 (06/06/2022 - 07/29/2022), Roufs,Tim, instruction mode: Online-asynchronous, 4 credits
Schedule may change as events of the semester require

First-Day Handout

[syllabus]

(.pdf version ss2022)

ss2022 **Greetings! Information on the Textbook and Other Things** (Sunday, 22 May 2022)

ss2022 **Canvas "Modules" and "Sunday Memos" -- General Organization of Stuff** (Tuesday, 24 May 2022)

ss2022 **Using "Modules" to Keep Track of your Assignments** (Thursday, 26 May 2022)

ss2022 **Welcome to Global Cultures!** (Sunday, 29 May 2022)

ss2022 **What's Happening Week 1? -- Getting Started** (Sunday, 5 June 2022)

Textbook

The Course in a Nutshell

Where Should I Begin?

canvas

information
navigation
calendar

What's Happing this Week?

A-Z

Other Useful Information

Learner Outcomes

for other week-by-week information on the semester,
please see the ANTH 1080 Summer 2022 calendar

Term Calendar
Summer Session 2022 Calendar

Today is Thursday, 06 January 2022, 21:37 (09:37 PM) CST, day 006 of 2022

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
wk 1	5	6	7	8	9	10	11
wk 2	12	13	14	15	16	17	18
wk 3	19	20	21	22	23	24	25
wk 4	26	27	28	29	30		

July 2022						
S	M	T	W	T	F	S
wk 4						1	2
wk 5	3	4	5	6	7	8	9
wk 6	10	11	12	13	14	15	16
wk 7	17	18	19	20	21	22	23
wk 8	24	25	26	27	28	29	30
	31						

links to current weeks	holidays and breaks	to textbook	final exams

Week 1 2 3 4 5 6 7 8 ↻

Office Hours: ~

Spring 2022

via **ZOOM Tu 7:00-8:00 p.m.**

zoom https://umn.zoom.us/my/troufs

e-mail troufs@d.umn.edu to set up a time
to meet in-person

Contact Information:

 troufs⬈

 SMS/textmessaging: 218.260.3032

 tweet: troufs

Course URL: ~   http://www.d.umn.edu/cla/faculty/troufs/anth1095/index.html#title

---

Meet Your Professor
<http://www.d.umn.edu/cla/faculty/troufs/MeetYourProfessor.html>
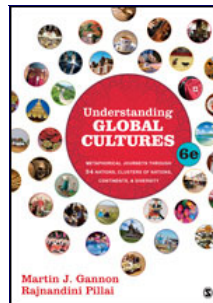Slides: (.pptx) (.pdf)

~ E-mail Tim Roufs for more information
~

textbooks for the course⬈

reading assignments summary⬈

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 $98.21 new, $56.77 used, $56.01-$81.20 for eTextbook, and $29.38 to rent. (from Amazon)

(+ p/h, where applicable, at amazon.com & eligible for FREE Super Saver Shipping on orders over $25).
(6 January 2022)

[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

(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.)

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

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 1080 Understanding Global Cultures☒
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 the Globe

III   **Student Presentations on Term Research Project**

Additional 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?
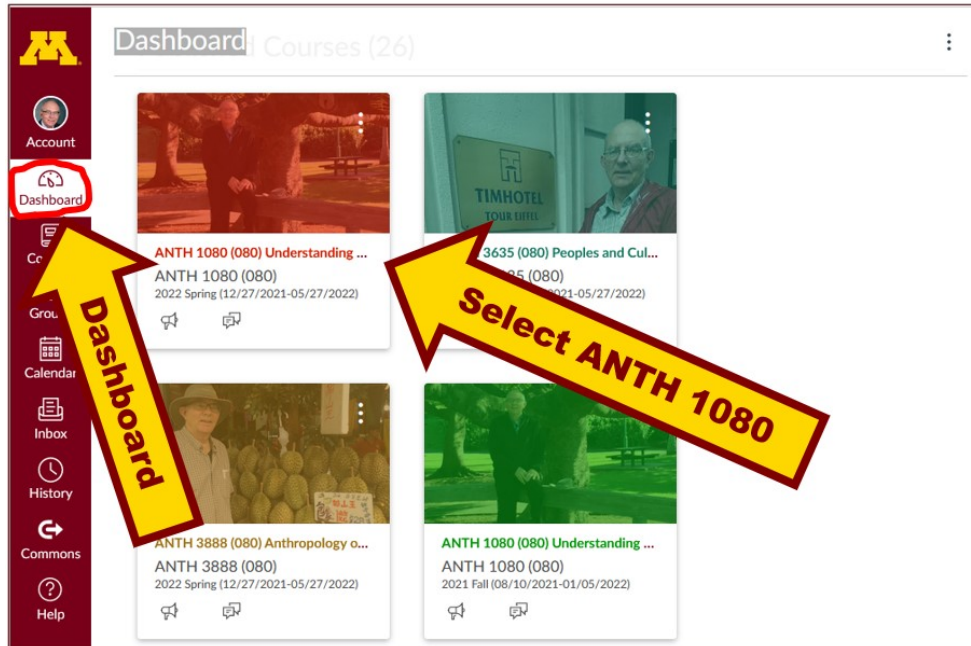
1. Open your ✷ canvas folder and have a look around

(once it is made available on-line) . . .
<http://canvas.umn.edu/>
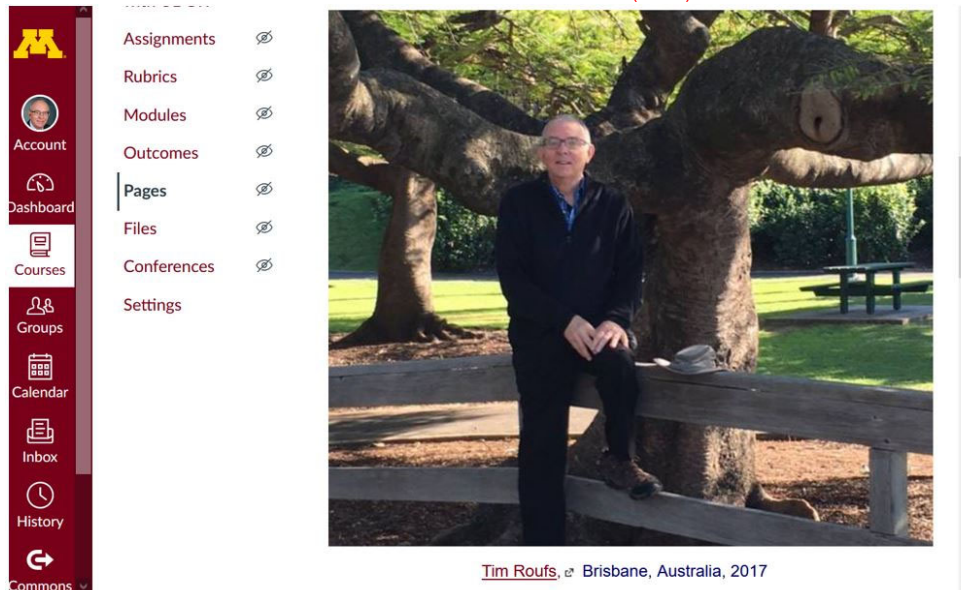
2. Go to your ✷ canvas Dashboard . . . and,

3. Select ANTH 1080 . . .

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

Tim Roufs, ⬀ Brisbane, Australia, 2017

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

**will take you to the major sections
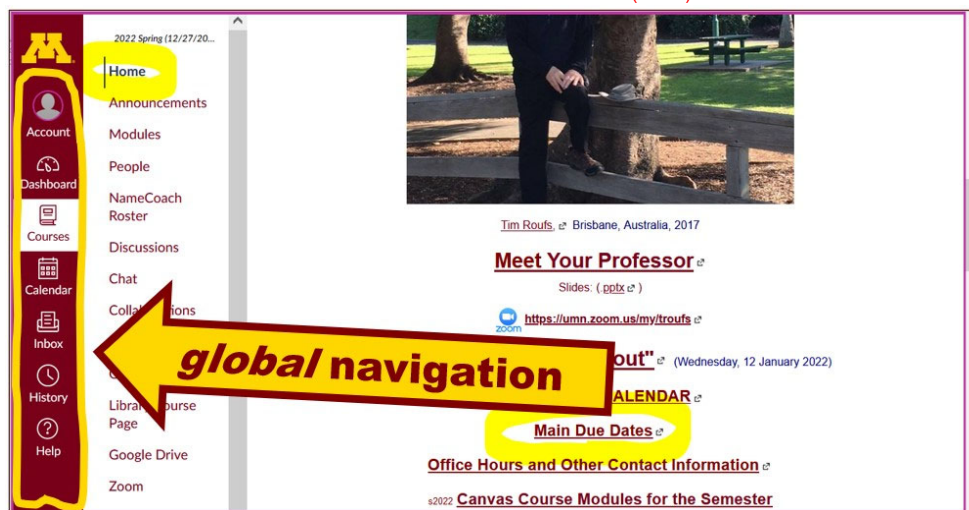of your 🔴 canvas ANTH 1080 folder . . .**
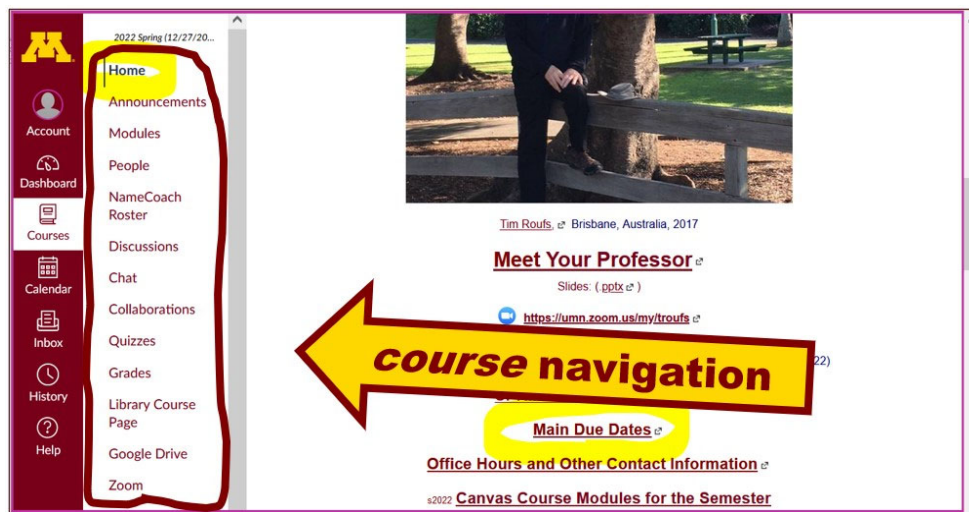
Clicking on one of the **"*Global* Navigation Links"**
(when you are *in* canvas)

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

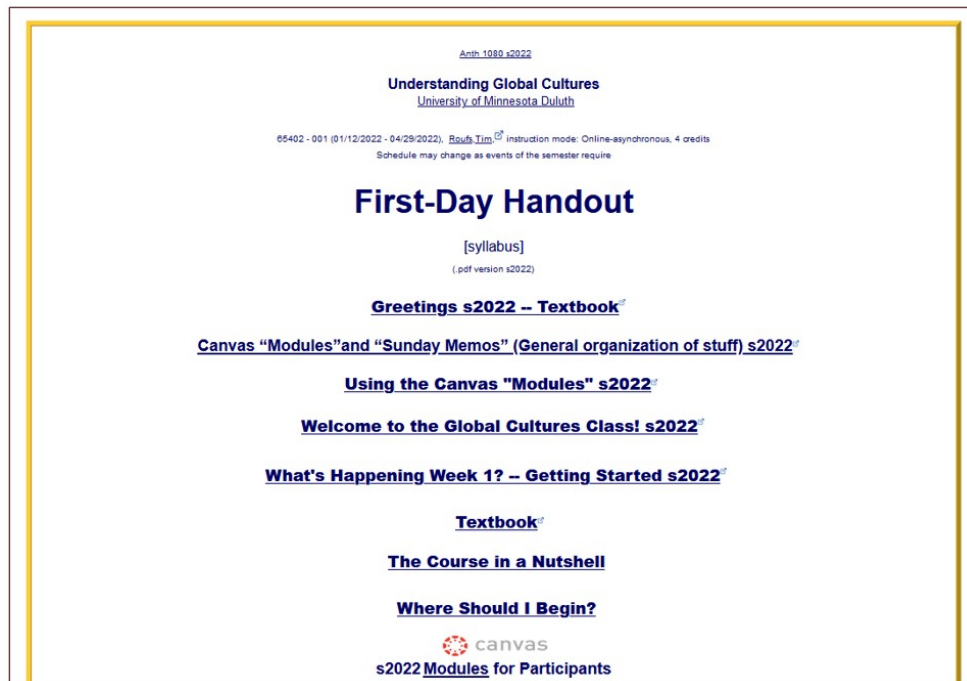***that includes all of your courses that use* canvas. . .**

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

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)

Anth 1080 s2022

Understanding Global Cultures
University of Minnesota Duluth

65402 - 001 (01/12/2022 - 04/29/2022), Roufs, Tim,⏎ instruction mode: Online-asynchronous, 4 credits
Schedule may change as events of the semester require

First-Day Handout

[syllabus]
(.pdf version s2022)

Greetings s2022 -- Textbook⏎

Canvas "Modules"and "Sunday Memos" (General organization of stuff) s2022⏎

Using the Canvas "Modules" s2022⏎

Welcome to the Global Cultures Class! s2022⏎

What's Happening Week 1? -- Getting Started s2022⏎

Textbook⏎

The Course in a Nutshell

Where Should I Begin?

✺ canvas

s2022 Modules for Participants

AVISO!

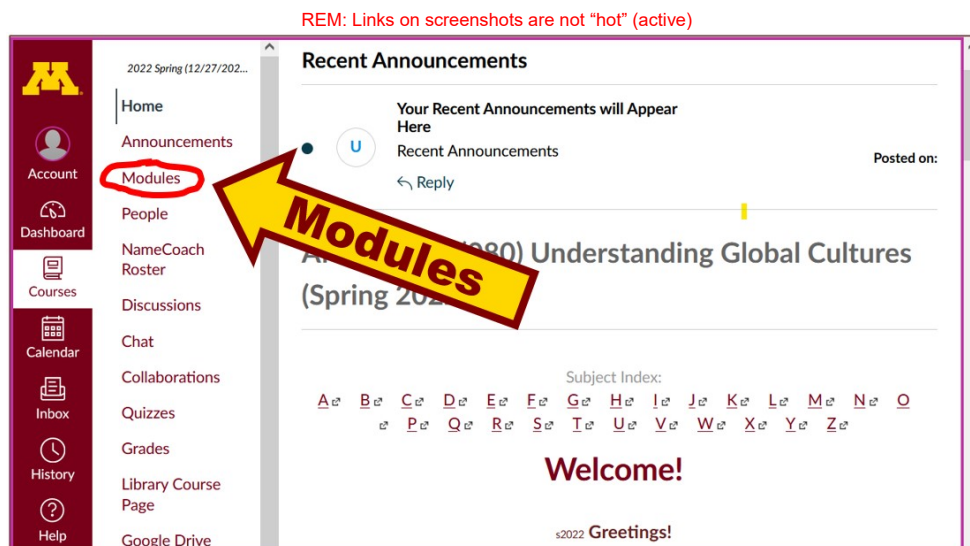## One of the main complaints regarding Canvas is that it is difficult to find assignments.

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

Go to the "Modules" Section
(using the *Course* Navigation Panel)

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

. . . and that wll take you to the Modules folder, which looks something like this . . .

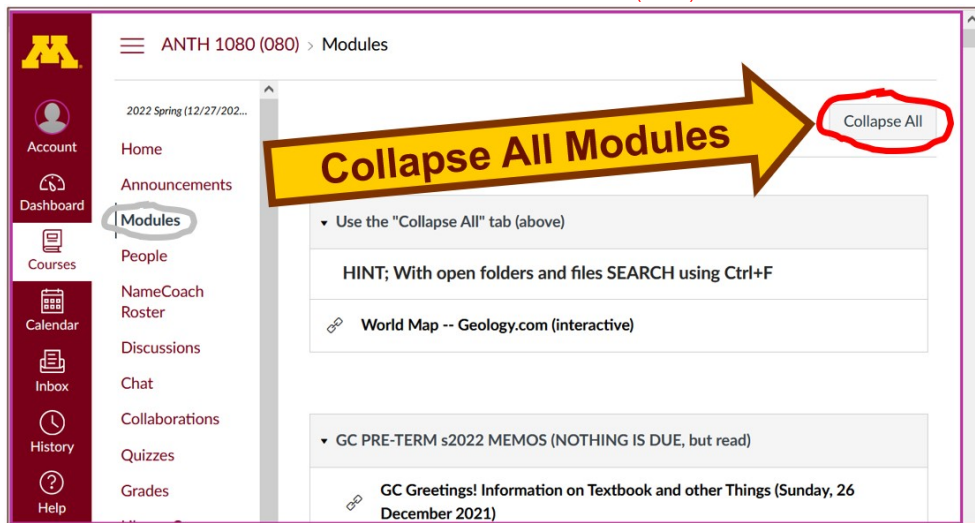REM: Links on screenshots are not "hot" (active)
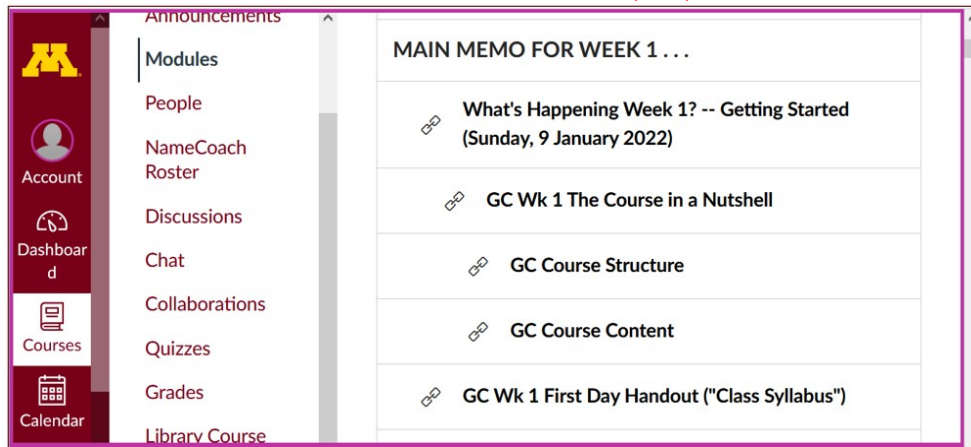
**To de-clutter your screen
use the "Collapse All" feature in Modules . . .**

Collapse your Modules each time you sign on.
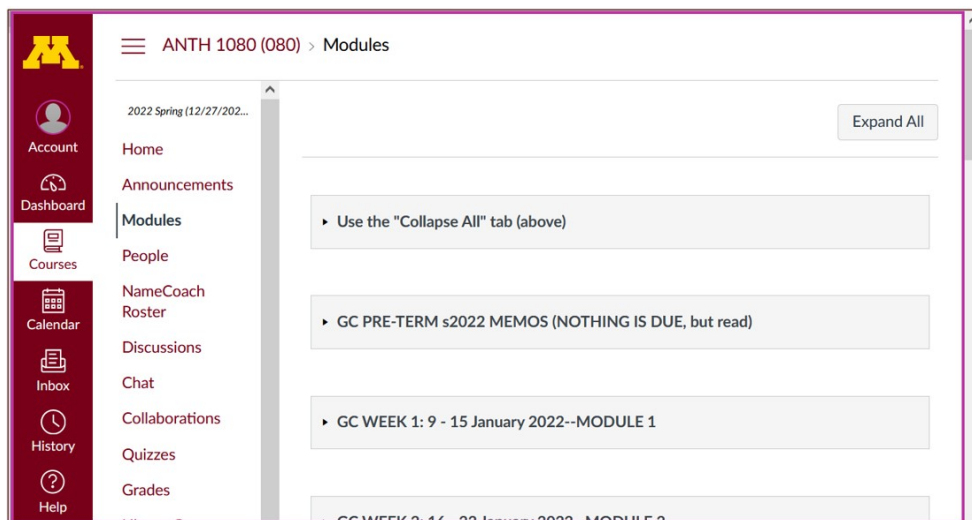
It will make your life much easier!

(Sorry, but Canvas does not permit a default opening to Collapsed Folders.)

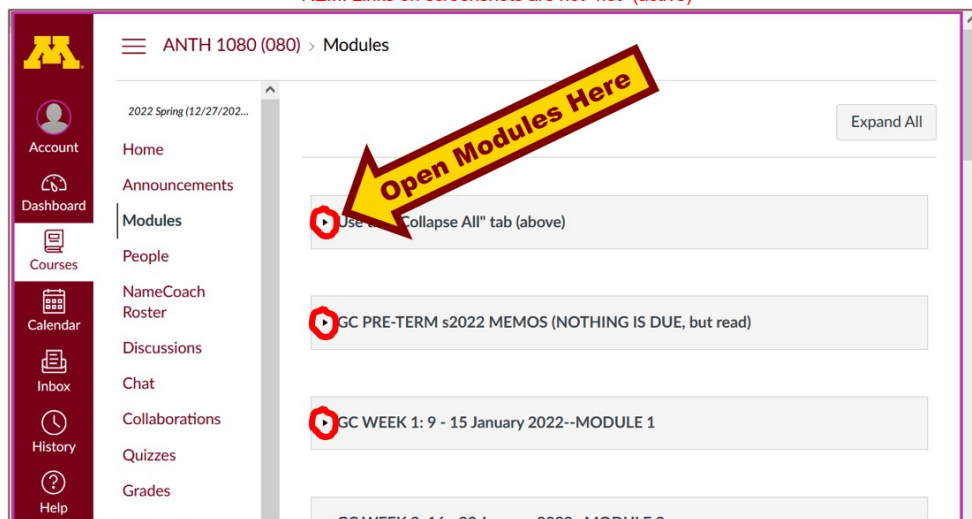REM: Links on screenshots are not "hot" (active)

And your de-cluttered Modules page will look like this . . .

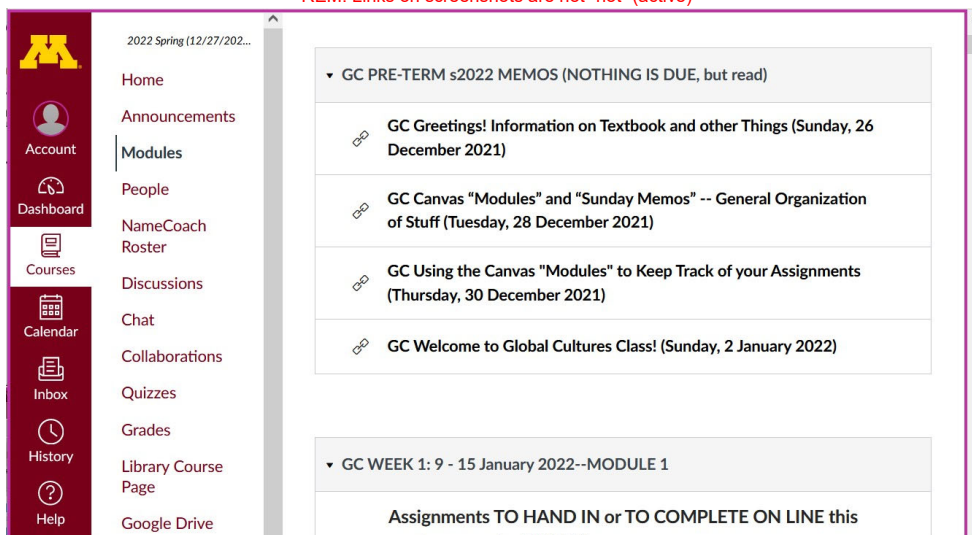REM: Links on screenshots are not "hot" (active)

Open each Module one-by-one as you need it/them . . .

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

And the expanded Pre-term Module will look like this . . .

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

And the expanded Week 1 Module will look like this . . .
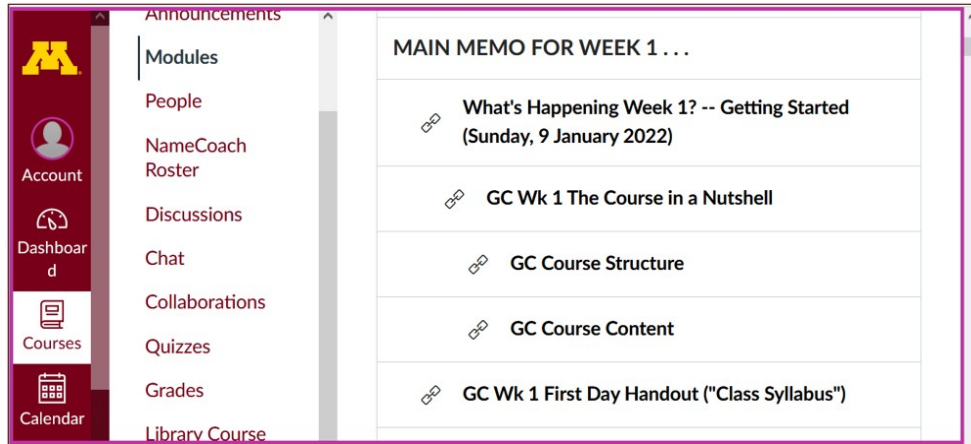
REM: Links on screenshots are not "hot" (active)

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)

To go "Home" anytime . . .

REM: Links on screenshots are not "hot" (active)
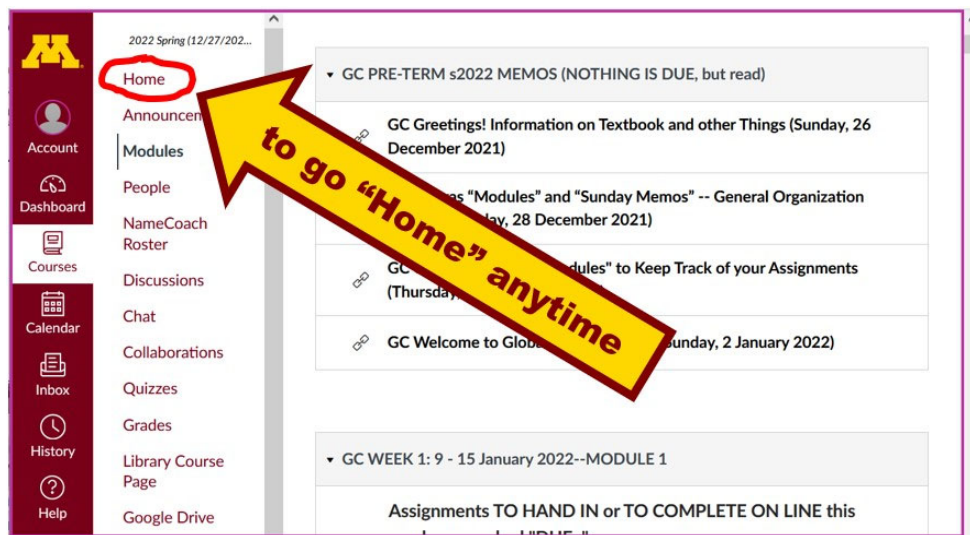
Clicking on the
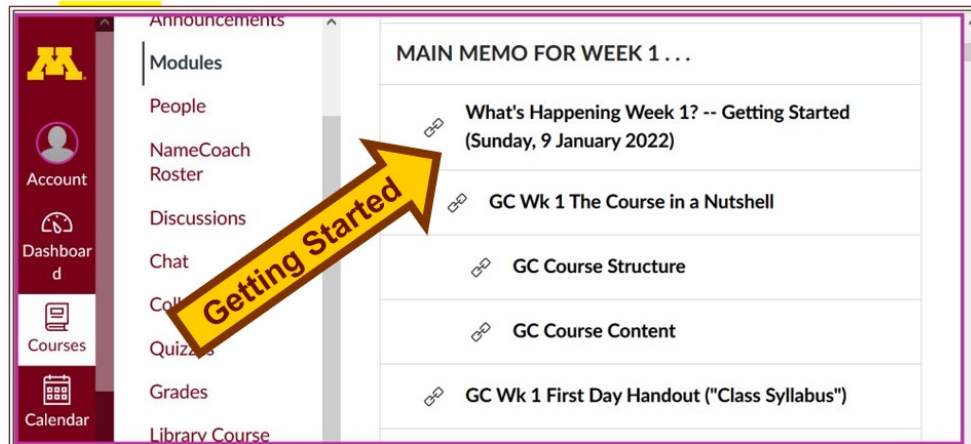# "Recent Announcements / What's Happening" links at the very
top of the "Home" page
will bring you to the latest information for the class. . . .

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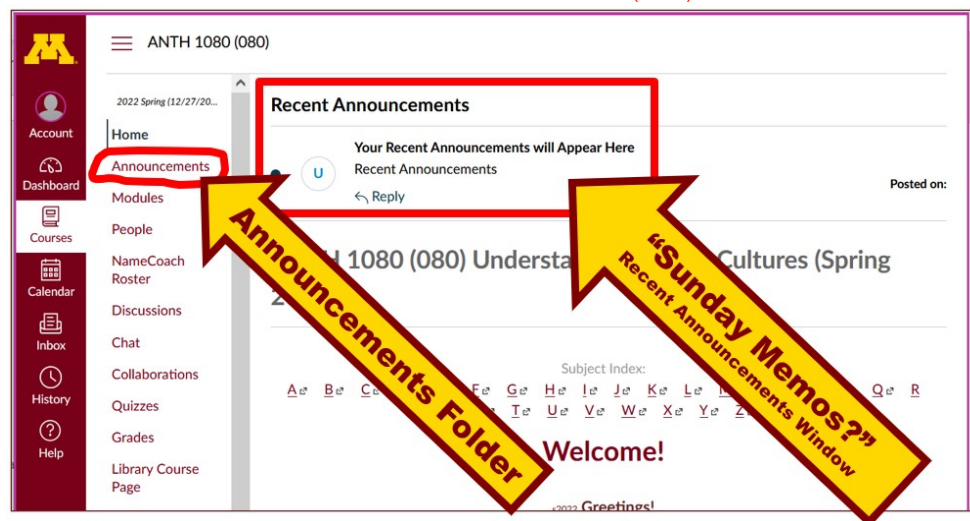
Clicking on **"What's Happening Week 1"** will bring you to a memo describing
Week 1 events . . .

UNIVERSITY OF MINNESOTA

Duluth Campus   Department of Studies in Justice, Culture, and Social Change   228 Cina Hall
College of Arts, Humanities, and Social Sciences   1123 University Drive
Duluth, Minnesota 55812-3306
http://www.d.umn.edu/socanth
E-mail: troufs@d.umn.edu
ZOOM: https://umn.zoom.us/my/troufs
9 January 2022

Global Cultures Week 1: Getting Started
(s2022 Module 1)

Direct Links
to Canvas

Available on-line in your ⟐ canvas folder at
<http://canvas.umn.edu/>
s2022 **Canvas Modules**

(click links for details)
⧉ = leave page

Tim Roufs, Brisbane, Australia, 2017

What's Happening Week 1? Getting Started

This week we're off to see the world, in ". . . *Many Ways*". And we take a few minutes to get to know one another, and our selves, and get to know how the course is set up and operates. And we'll take two very short, but interesting, "Selective Attention" tests to sharpen our eyes for the videos and presentations that follow in the rest of the semester.

REM: 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)
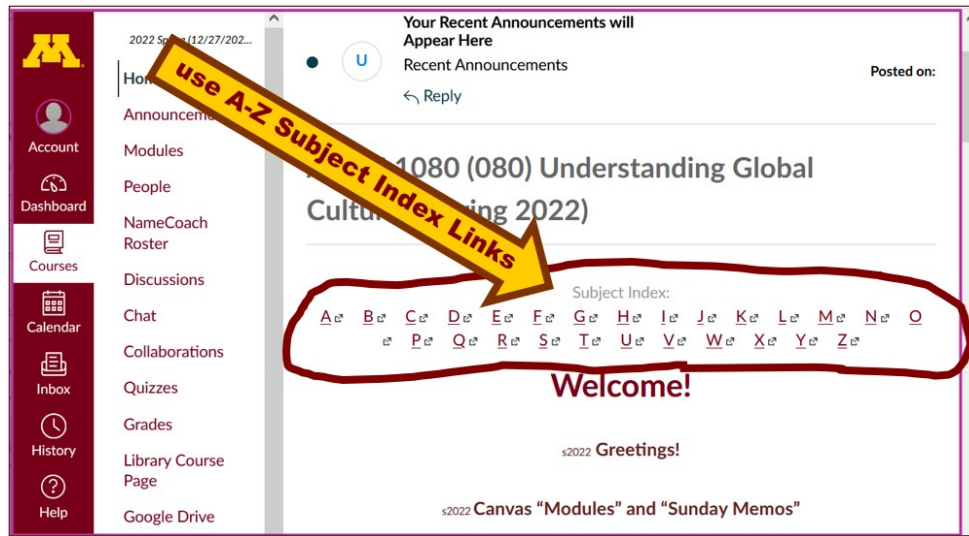

The "A-Z" links (circled below) are handy to jump to up-to-date current topics . . .

(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:

- **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**

The Writers' Workshop offers free one-to-one writing support to all members of UMD's campus community. Graduate student or faculty consultants will work with you on any writing project at any stage in the writing process.

For more information or to make an appointment, visit <d.umn.edu/writwork>, or stop by the

Workshop's front desk in the Securian Learning Commons on the second floor of the Kathryn A. Martin Library and visit with Jill Jenson and her staff. Walk-ins are welcome if a consultant is available.

Look for the Workshop's trademark wall mural covered with quotations about writing.

Students in this class have permission to see a Writers' Workshop consultant for all take-home exams

ACADEMIC WRITING
AND LEARNING CENTER
UNIVERSITY OF MINNESOTA DULUTH
Driven to Discover℠

website

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/>

"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, and the Department of Studies in Justice, Culture, and Social Change

. . .

Teaching & Learning: Instructor and Student Responsibilities:

"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."

Final Exams:

"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"

Excused Absences:

"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"

Appropriate Student Use of Class Notes and Course Materials:

"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"

Other Important Policies:

Grading & Transcripts policy

Sexual Harassment, Sexual Assault, Stalking and Relationship Violence policy

Equity, Diversity, Equal Employment Opportunity, and Affirmative Action policy

Academic Freedom and Responsibility policy

Disability Services policy

Syllabus Policy

Syllabus Policy Statements

Undergraduate Degree Requirements

Course Numbering

Admissions

Student Academic Integrity

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

Learner Outcomes are guided by the following set of rubrics . . .

Course Overview, Objectives, Outline, and Outcomes

General Course Information

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

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_.

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Last Modified Thursday, 06 January 2022, 17:11 (05:11 PM) CST, day 006 of 2022

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