



Driven to Discover™

MyU

UMD > CAHSS > Department of Studies in Justice, Culture, & Social Change > Anthropology > Tim Roufs > Anthropology of Food UMD > Search | People | Departments | Events | News | Student Tech Resources

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

[Google advanced](#)

[Google scholar](#)

[Google images](#)

[Google Translate](#)

[Google URL Shortener](#)

[Blenco Search](#)

[Wikipedia](#)

[Wiktionary](#)

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

[UMD Library Catalog](#)

[Anthropology in the News](#)

[ANTH 3888: Calendar Spring 2024](#)

Due Dates

[\[Spring 2024 calendar\]](#)

Modules for Class Participants **Spring 2024** [\[calendar\]](#)
 Simple Syllabus Spring 2024 (.pdf)

[TR HomePage](#)
[TR Courses](#)



~ [Navigate the OWL](#)
~ [APA Style](#)
~ [MLA Style](#)
~ [CMOS](#)

~ [Sample Papers:](#)
[APA](#) [MLA](#) [CMOS](#)

~ [Where do I begin?](#)

~ [General Writing](#)

~ [Conducting Research](#)

Anthropology of Food



to [Sweet Treats around the World](#)

[What FoodAnthro is Reading Now](#) . . .

. Tuesday, 09 January 2024, 23:28 (11:28 PM) CST, day 009 of 2024 .

[BBC Food](#)

[The Gardian News](#) / [The Gardian Animals Farmed](#) /

Wikipedia: [Food](#) | [Food and drink](#) | [Food culture](#) | [Food history](#) | [Food Portal](#)

Wikipedia Categories: [Food and Drink](#) | [History of Food and Drink](#) | [Historical Foods](#)

[World Food and Water Clock](#)



"Palermo, Sicily
[Italy](#)



[A Fistfull of Rice](#)
[Nepal](#)



Claire Kathleen Roufs
[U.S.A.](#)



"Eating Rat At The New Year"
[Vietnam](#)
[National Geographic](#)



[Desert People](#)
[Australia](#)

Search the troufs Site

(all TR courses and web pages)

Anthropology of Food

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

Anthropology of Food
University of Minnesota Duluth

45361-001 (01/10/2024 - 04/26/2024), instruction mode: Online--asynchronous, Roufs, Tim 3 credits
Schedule may change as events of the semester require

(click links for details)
☞ = leave page

First-Day Handout

[syllabus]

(.pdf version s2024)

Pre-term

Greetings! Information on Textbook and Other Things (.pdf) (Tuesday, 26 December 2023)

Canvas "Modules" and "Sunday Memos": General Organization of "Stuff" (.pdf) (Thursday, 28 December 2023)

Using the Canvas "Modules" -- REVIEW (skip if you are comfortable using Canvas "Modules") (.pdf) (Sunday, 31 December 2023)

Welcome to the Anthropology of Food Class! (.pdf) (Wednesday, 03 January 2024)

Week 1 Memo

What's Happening Week 1?
-- Getting Started Spring 2024 (.pdf) (Sunday, 07 January 2024)

Give the Simple Syllabus a try. . .

s2024 [AF Simple Syllabus .pdf](#)

Textbook

The Course in a Nutshell

Where Should I Begin?



s2024 **Modules** for Participants
information
navigation

A-Z Index

Other Useful Information

Learner Outcomes

see also information on [ChatGPT and other AI-content Generators](#)

for other week-by-week information on the semester,
please see the [ANTH 3888 Spring 2024 calendar](#)

Term Calendar

Today is Tuesday, 09 January 2024, 23:28 (11:28 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					
wk 1	7	8	9	10	11	12	13	wk 4					1	2	3	wk 8						1	2	wk 12	1	2	3	4	5	6	wk 16				1	2	3	4	
wk 2	14	15	16	17	18	19	20	wk 5	4	5	6	7	8	9	10	wk 9	10	11	12	13	14	15	16	wk 13	7	8	9	10	11	12	13		5	6	7	8	9	10	11
wk 3	21	22	23	24	25	26	27	wk 6	11	12	13	14	15	16	17	wk 10	17	18	19	20	21	22	23	wk 14	14	15	16	17	18	19	20		12	13	14	15	16	17	18
wk 4	28	29	30	31				wk 7	18	19	20	21	22	23	24	wk 11	24	25	26	27	28	29	30	wk 15	21	22	23	24	25	26	27		19	20	21	22	23	24	25
								wk 8	25	26	27	28	29			wk 12	31							wk 16	28	29	30						26	27	28	29	30	31	

links to current weeks	UM holidays	Spring break	study days	final exams
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



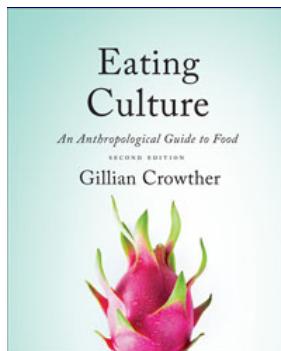
[tweet:](#)

Course URL: ~

<https://www.d.umn.edu/cla/faculty/troufs/anthfood/afcal-s2024.html#title>

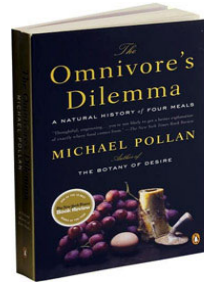
Meet Your Professor<http://www.d.umn.edu/cla/faculty/troufs/MeetYourProfessor.html>

Slides: (.pptx)

Zoom <https://umn.zoom.us/my/troufs>E-mail [Tim Roufs](mailto:Tim.Roufs@umn.edu) for more information**TEXTBOOKS / COURSE MATERIALS**[textbooks for the course](#)[text assignments summary](#)[Gillian Crowther](#)[author Interview](#)
[Teaching Culture](#)***Eating Culture: An Anthropological Guide to Food, Second Edition***Toronto: University of Toronto Press, 2018.
336 pages
ISBN-10: 1442604654
ISBN-13: 978-1442604650***Eating Culture: An Anthropological Guide to Food*** is currently available is currently available on-line for \$47.07 new ppbk., \$19.37 used ppbk., and Kindle \$37.64.

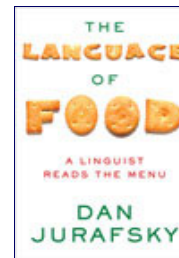
(+ p/h, where applicable, at amazon.com & eligible for FREE Super Saver Shipping on orders over \$25).

(02 December 2023)

Eller, Jack David. 2014 Review of *Eating Culture: An Anthropological Guide to Food. Anthropology*[Michael Pollan](#)[Wikipedia Page](#)***The Omnivore's Dilemma: A Natural History of Four Meals***NY: Penguin, 2007
464 pages
ISBN-10: 0143038583
ISBN-13: 978-0143038580***The Omnivore's Dilemma: A Natural History of Four Meals*** (2007) an international run-away best seller, is currently available on-line for \$23.88 new ppbk., \$4.87 used ppbk., \$14.99 Kindle.

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

(02 December 2023)

Note: *The Omnivore's Dilemma: The Secrets Behind What You Eat,*[Dan Jurafsky](#)[Meet Daniel Jurafsky](#)[Wikipedia Page](#)***The Language of Food: A Linguist Reads The Menu***NY: W. W. Norton, 2014
272 pages
ISBN-10: 0393240835
ISBN-13: 978-0393240832***The Language of Food: A Linguist Reads The Menu*** (2014) is currently available on-line new for \$7.58 ppbk., \$1.38 used ppbk., \$9.02 Kindle, and \$14.99 Audiobook.

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

(02 December 2023)

[The Language of Food Blog](#)

Review Database January 12, 2014. <http://wings.buffalo.edu/ARD/cgi/showme.cgi?keycode=5820>, accessed June 17, 2014.

Young Readers Edition (2009), also by Michael Pollen, is a different edition of the book.

[Stanford course](#)[☞]

[Eating Culture: Sample Student Assignments for the Anthropology of Food](#) -- October 7, 2013. Accessed June 17, 2014.

[University of Toronto Press Listing](#)

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](#)

[↑ to top of page / A-Z index](#)

The Course in a Nutshell

[Structure](#)

[Content](#)

COURSE STRUCTURE

[ANTH 3888 Anthropology of Food](#)[☞]
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 . . .

AF 1.0 • ["SUNDAY MEMO"](#)[☞] for the week . . .

AF 2.0 • [VIDEO EXPLORATIONS](#)[☞] . . .

- AF 3.0 • **SLIDE PRESENTATIONS** . . .
- AF 4.0 • **READINGS** for the week . . .
- AF 5.0 • **OTHER ASSIGNMENT INFORMATION** . . .
- AF 6.0 • **MIDTERM** AND **FINAL** EXAMS . . .
- AF 7.0 • **RESEARCH PROJECT for the term** . . . on a topic of your choice related to the course
- AF 8.0 • **DISCUSSIONS** . . . including your personal experiences
- AF 9.0 • (optional) FOR FUN **TRIVIA** . . .
- AF 10.0 • (optional) **EXTRA CREDIT** . . . on a topic of your choice related to the course
- AF 11.0 • **OTHER (optional)** . . .
 - **IN-THE-NEWS** . . .

[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](#)

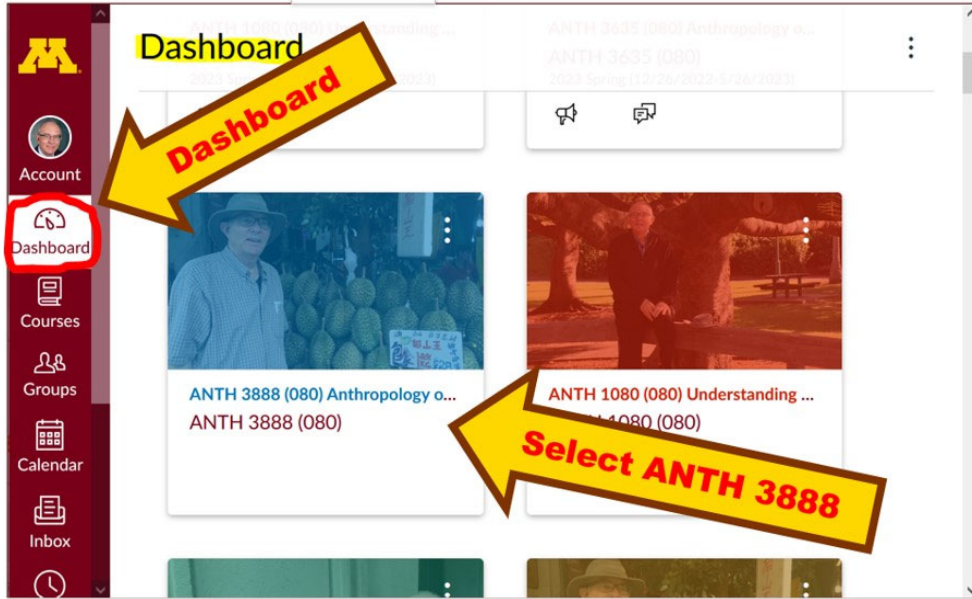
[Additional General Course Information](#)

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  **Dashboard** . . . and,
3. Select ANTH 3888 . . .

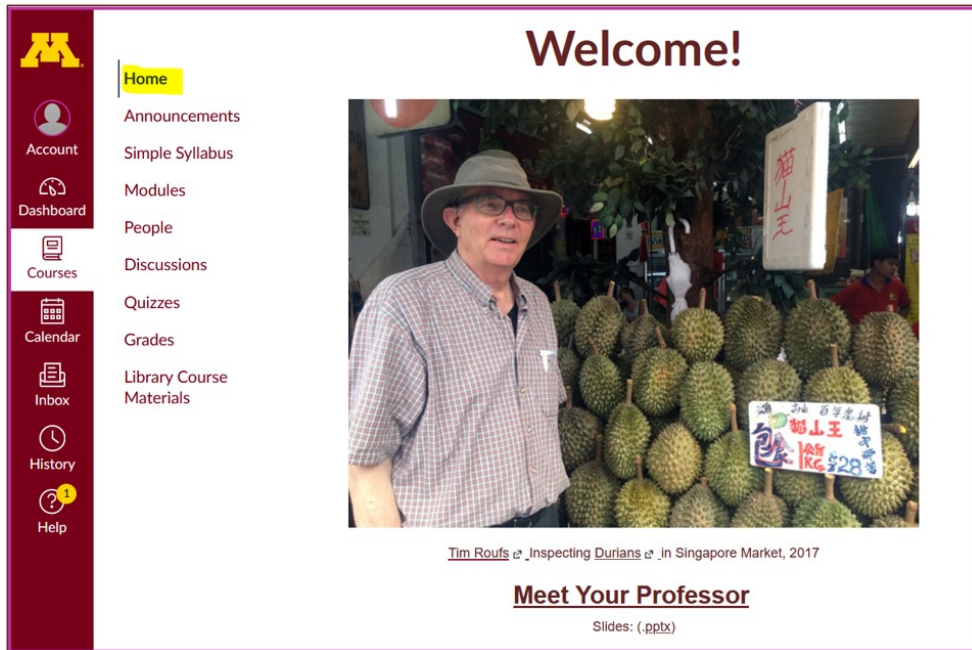
Your  **Dashboard** will look different than the one below

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 your canvas

"Course Navigation Links"

(when you are in canvas)

will take you to the major sections ANTH 3888 folder . . .

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



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)



To return to the beginning from almost anywhere,
simply click "Home" . . .

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

Welcome!

Home

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

Tim Roufs & Inspecting Durians & In Singapore Market, 2017

Meet Your Professor

Slides: (.pptx)

to return to the beginning from anywhere, simply click "Home"

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

Welcome!

Home

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

Tim Roufs & Inspecting Durians & In Singapore Market, 2017

Meet Your Professor

Slides: (.pptx)

AVISO!

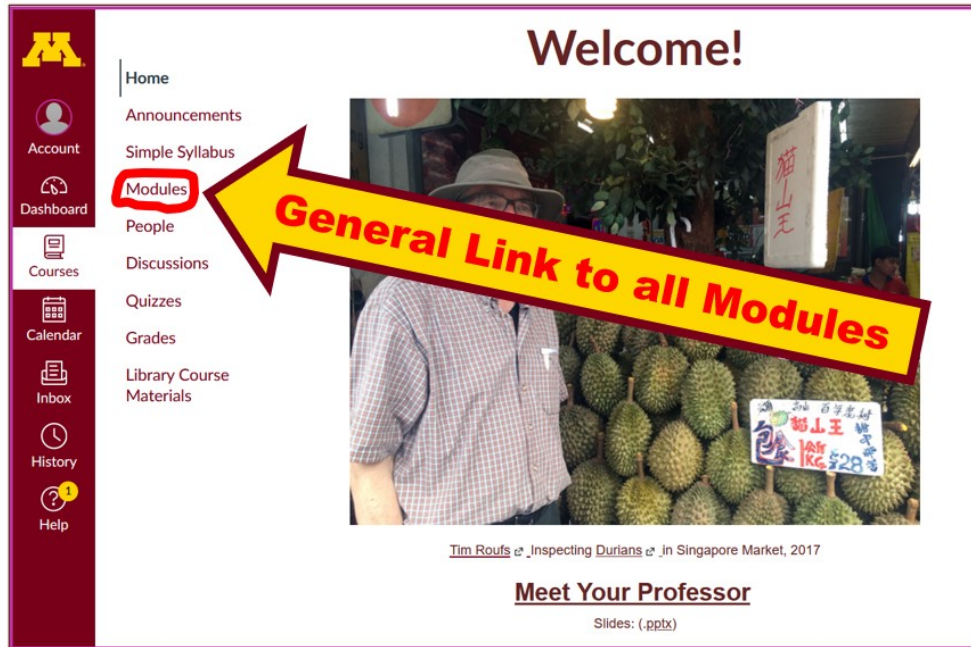
One of the main complaints regarding Canvas is that it is difficult to find assignments.

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

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

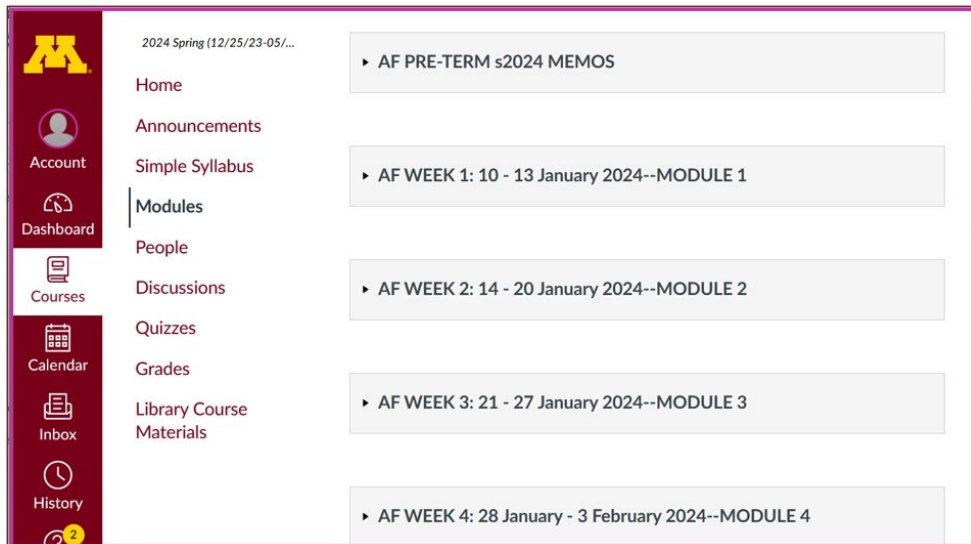


REM: Links on screenshots are not "hot" (active)



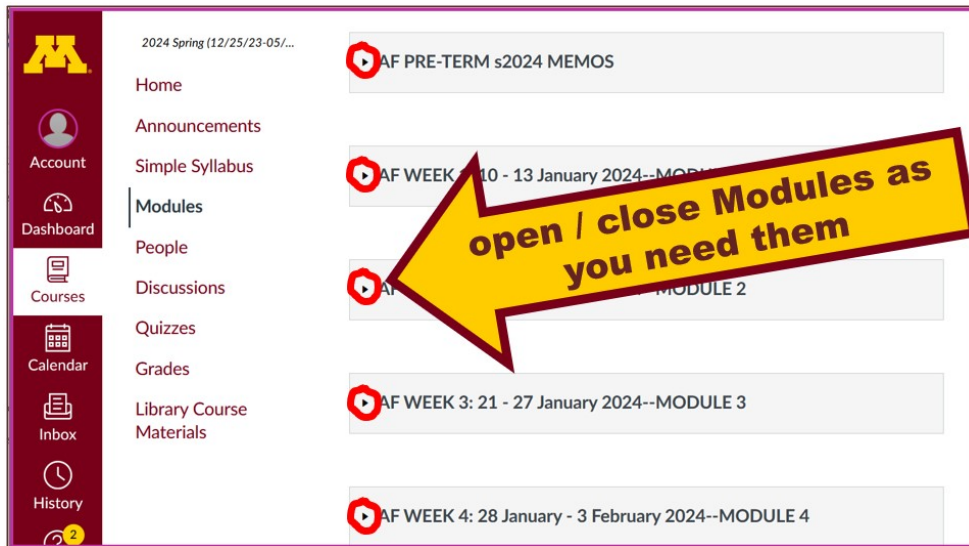
... and that will take you to the **Modules** folder, which looks something like this ...

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



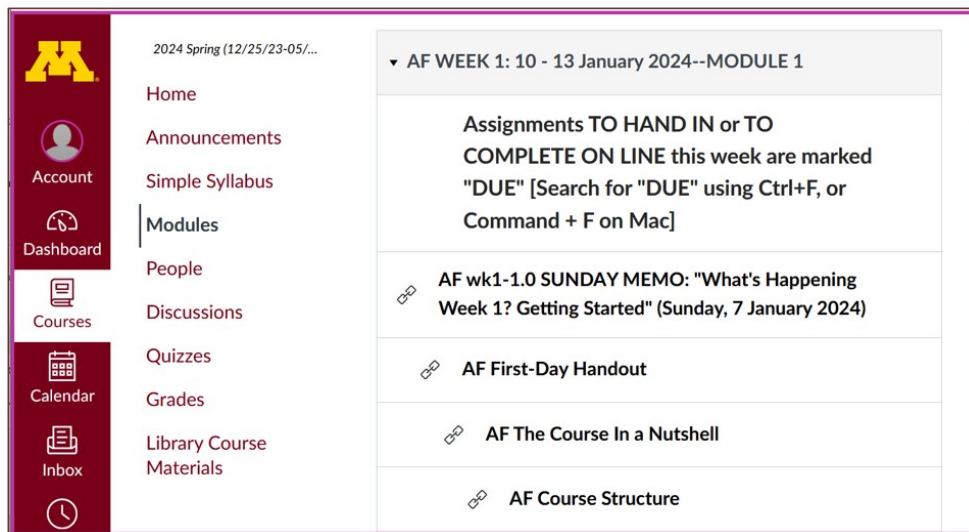
Open each Module one-by-one as you need it/them ...

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



The expanded Week 1 Module will look like this . . .

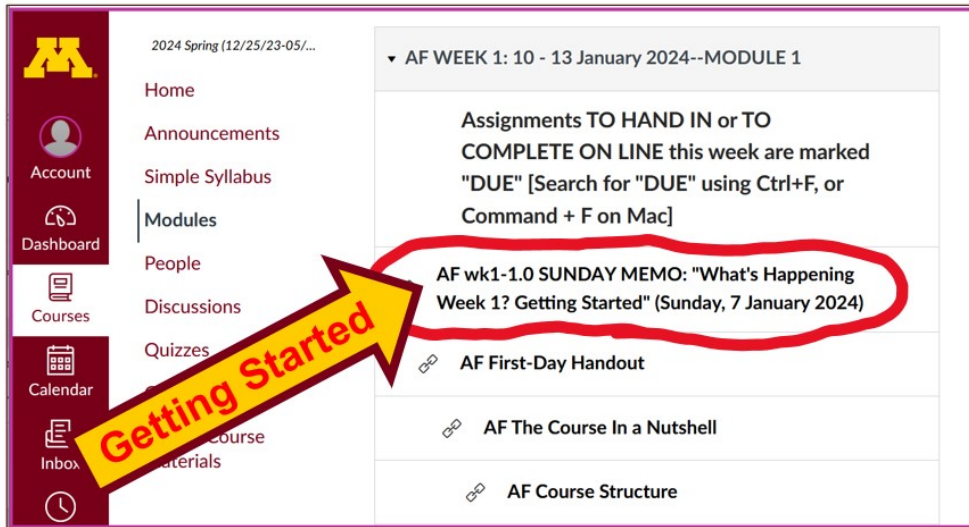
REM: Links on screenshots are not "hot" (active)



To get started with the basics of the course, check out the Week 1 "Sunday Memo" . . .

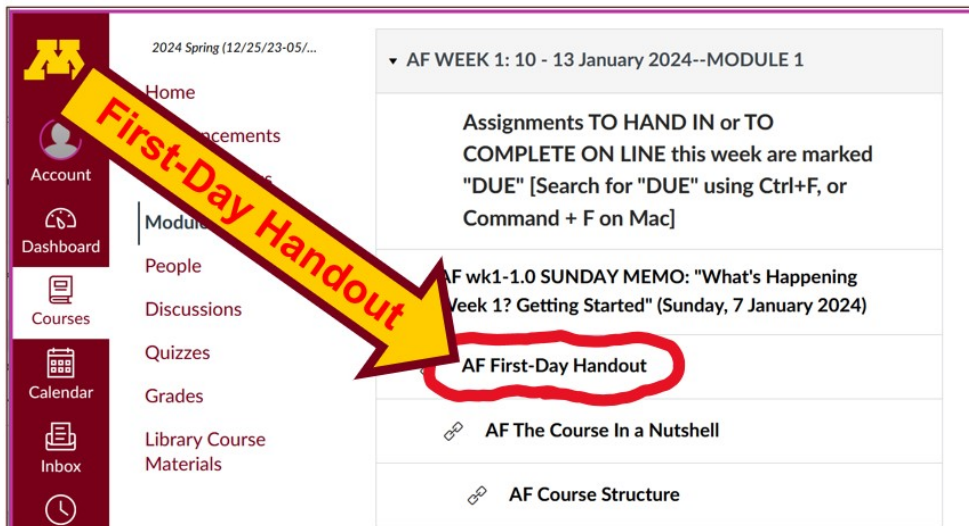
"What's Happening Week 1? -- Getting Started" . . .

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



Then check out the "First Day Handout . . .
(the class syllabus)

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



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

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

[Access 2024?](#)
Anthropology of Food
 University of Minnesota Duluth

48361-001 (5/1/0/2024 - 04/26/2024), instruction mode: Online-asynchronous, [Study Tool?](#) 3 credits
 Schedule may change as events of the semester require

(click links for details)
 if = leave page

First-Day Handout

[syllabus]
[\(pdf version 4/20/24\)](#)

Pre-term

[Greetings! Information on Textbook and Other Things](#) (pdf) (Thursday, 28 December 2023)

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

[Using the Canvas "Modules" -- REVIEW](#)
(help if you are comfortable using Canvas "Modules") (pdf) (Sunday, 31 December 2023)

[Welcome to the Anthropology of Food Class!](#) (pdf) (Wednesday, 01 January 2024)

Week 1 Memo

[What's Happening Week 1?](#)
 -- Getting Started Spring 2024 (pdf) (Sunday, 07 January 2024)

Give the Simple Syllabus a try. . .

4/20/24 [AF Simple Syllabus .pdf](#)

[Textbook?](#)

[The Course in a Nutshell](#)

[Where Should I Begin?](#)



4/20/24 [Modules?](#) for Participants
[information](#)
[navigation](#)

[A-Z Index](#)

[Other Useful Information](#)

[Learner Outcomes](#)

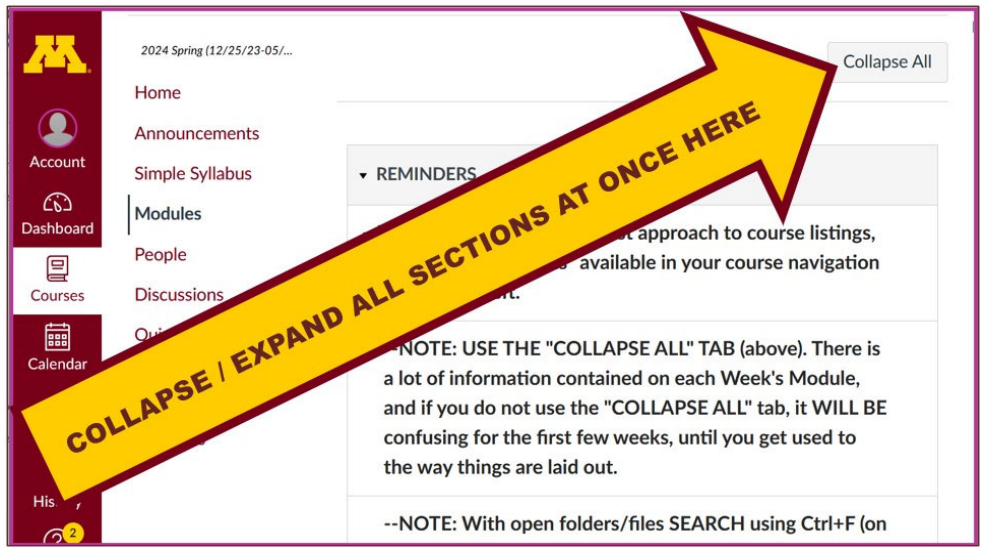
**To de-clutter your screen
 use the "Collapse All" feature in Modules . . .**

Collapse your Modules each time you sign on.

It will make your life much easier!

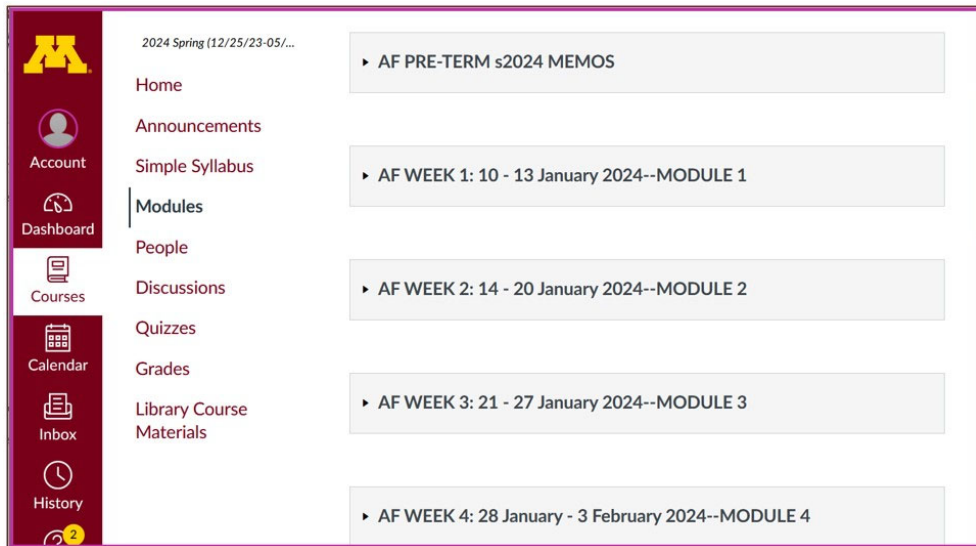
(Sorry, but Canvas does not permit a default opening to Collapsed Folders.)

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)



To go "Home" anytime . . .

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

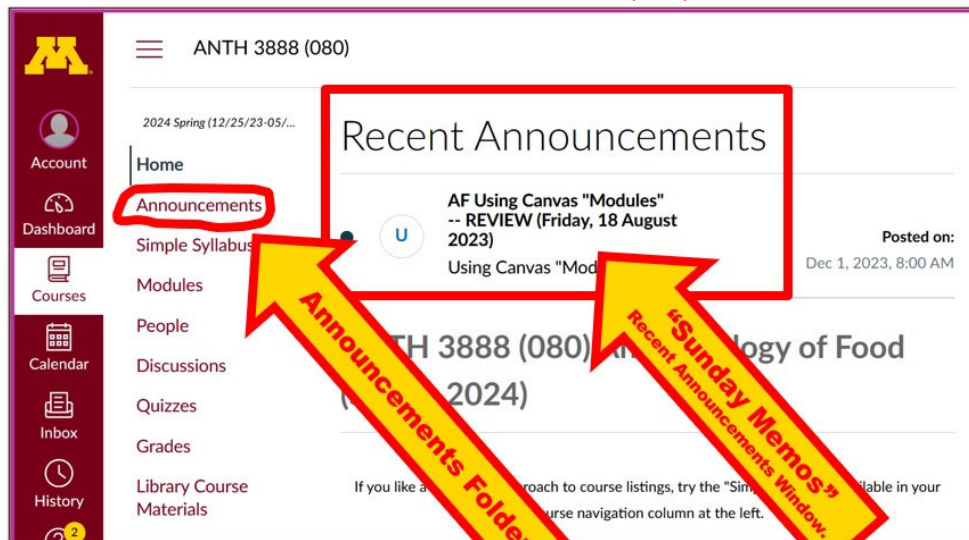


Likewise, clicking on the **"Recent Announcements / What's Happening"** links at the very top of the "Home" page will bring you to the latest information for the class. . . .

These items change as new announcements appear

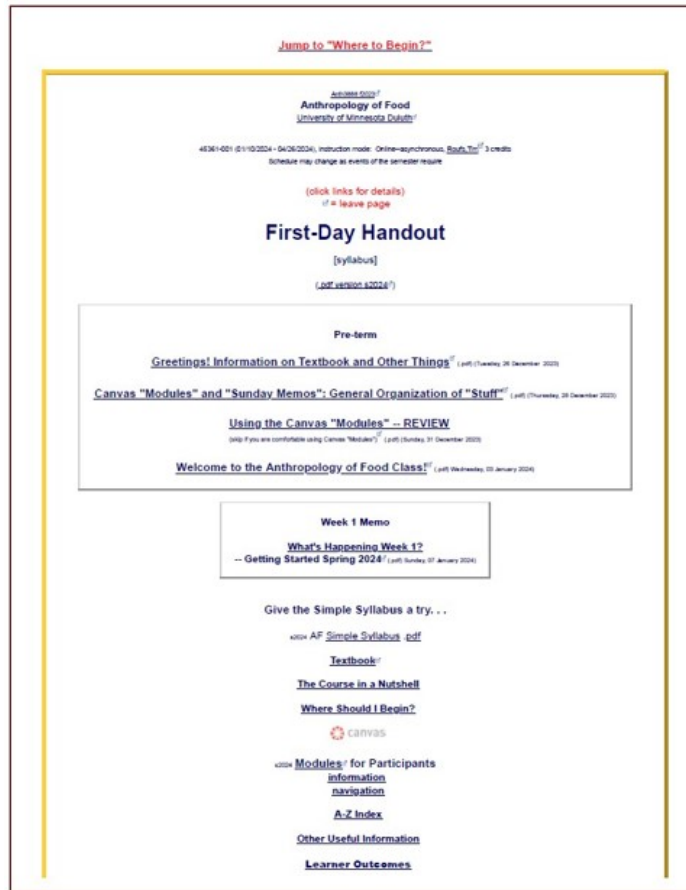
These announcements are easiest to find on your "Home" page (or in your UM e-mail account)

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)



REM: To get started with the basics of the course, go to "What's Happening Week 1? -- Getting Started" . . .

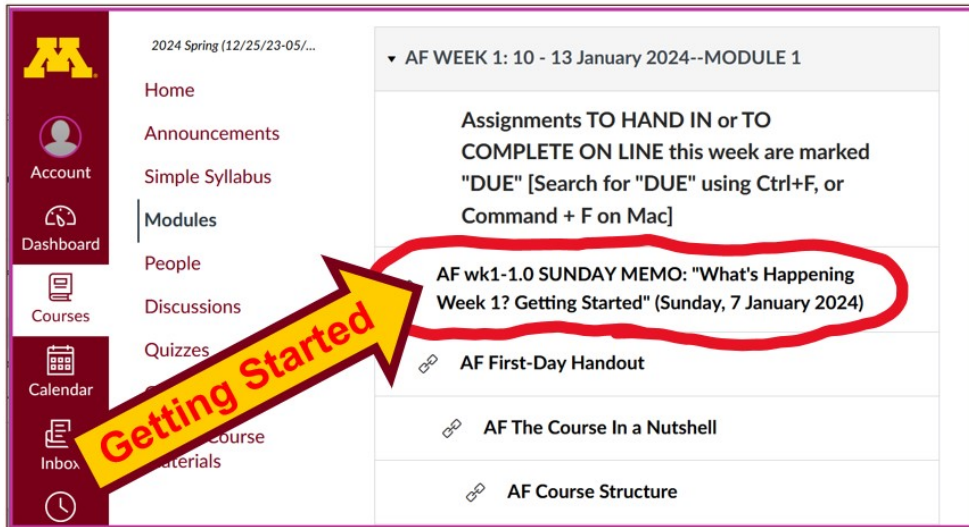
"Sunday Memos" are also easily accessed from your "Home" page . . .

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



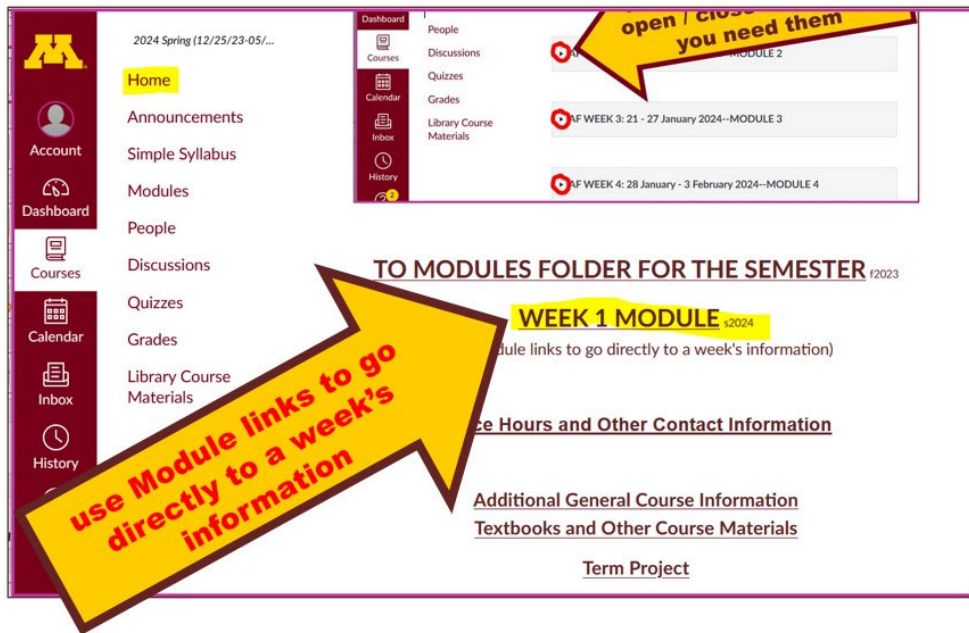
Or access the "Sunday Memos" from your "Modules" page . . .

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



You can use Modules Page Links to go directly to your Modules Folder from a number of places, for e.g . . .

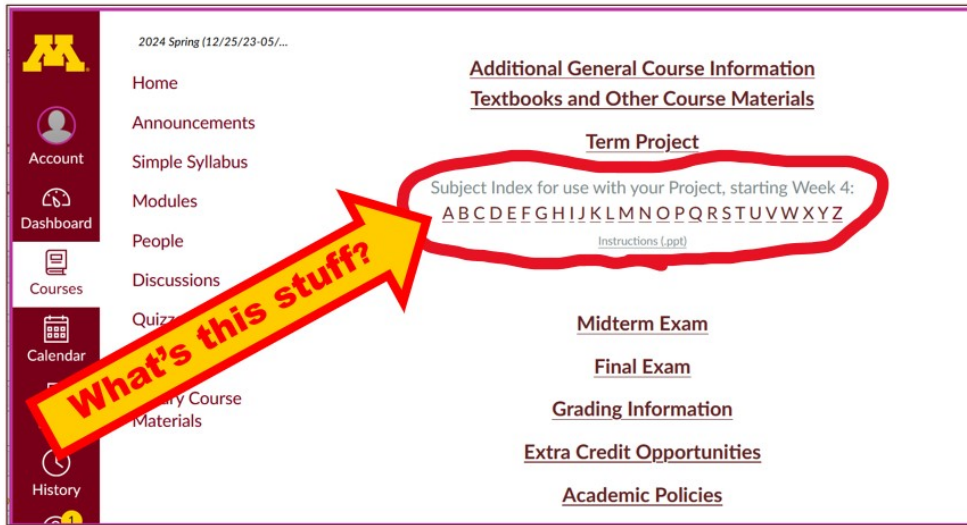
REM: Links on screenshots are not "hot" (active)



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

What's with the A-B-Cs? . . .

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



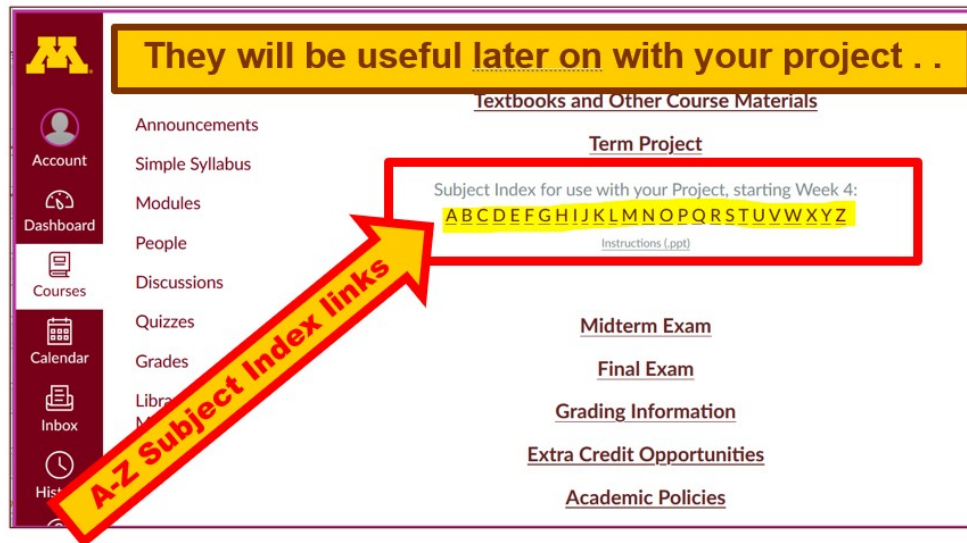
It's for later on (Week 4 and beyond).

The "A-Z" links (highlighted 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)



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](#)

Anthropology of Food

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 Encyclopedias 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 Mencil, 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](#),²⁷ and the [Department of Studies in Justice, Culture, and Social Change](#)²⁷

...

[Teaching & Learning: Instructor and Student Responsibilities](#)²⁷:

"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>"²⁷.

[Final Exams](#)²⁷:

[Final Exam Policy](#)²⁷

"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>"²⁷

[Excused Absences](#)²⁷:

[Excused Absence Policy](#)²⁷

"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>"²⁷

[Appropriate Student Use of Class Notes and Course Materials](#)²⁷:

"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>"²⁷

Other Important Policies:

[Grading & Transcripts](#)²⁷ policy

[Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](#)²⁷ 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](#)

[Excused Absence Policy](#) 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

Learner Outcomes are guided by the following information . . .

See rubrics details with individual  **canvas** assignments.

[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 You Focus on Wellbeing This Semester](#)

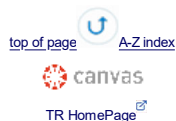
UMD Red Folder [Emergency Guide](#)

[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>.



AF Index of Major Items

- AF 1.0 ["Sunday Memos"](#)
- AF 2.0 [Video Schedule](#)
- AF 3.0 [Slides Schedule](#)
- AF 4.0 [Text Assignments Schedule](#)
- AF 5.0 Other (check [Canvas](#))
- AF 6.0 [Exams . . . \(wk-6 and wk-16\)](#)
- AF 7.0 REM: Work on [Project](#)
- AF 8.0 [Discussion\(s\)](#)
- AF [Main Due Dates](#)
- AF [Spring 2024 Calendar](#)

© 1998 - 2024 Timothy G. Roufs — All rights reserved

Page URL: http://www.d.umn.edu/cla/faculty/troufs/anthfood/afhandout_first-day.html
[Site Information](#) / [Disclaimers](#) ~ [Main A-Z Index](#)

[View Stats](#)

CONTACT

Contact UMD
1049 University Drive
Duluth, MN 55812

VISIT

Campus Tours
Maps & Directions
Transportation & Parking

RESOURCES FOR

Newly Admitted Students
Current Students
Employee Resources
Alumni
Parents & Family
Community & Visitors

GIVE

Support UMD

SEARCH

Directory
Employment
Events
Library

CONNECT

© 2024 Regents of the University of Minnesota. All rights reserved.
[Privacy Statement](#)

The University of Minnesota is an equal opportunity educator and employer.
[Campus Climate](#)