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MyU

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

[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](#)



The CIA World Factbook

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

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[Wikipedia](#)

[Wiktionary](#)

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[BBC News](#) / [The Fifth Floor -- BBC World Service](#) /  
[The Gardian News](#) / [The Gardian Global Development](#) /  
[Anthropology in the News](#)

[canvas](#)  
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~ [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



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

[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](#)

. Tuesday, 09 January 2024, 21:36 (09:36 PM)  
CST, day 009 of 2024 .

## World Food and Water Clock

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

[Global Cultures](#)

Course Information

## Jump to "Where to Begin?"


The information below is also included in the  
**Orientation Slides**

(.pptx)

[click [↑](#) here to view slides]

Anth 1080 s2024

**Understanding Global Cultures**  
**University of Minnesota Duluth**

47089 - 001 (01/10/2024 - 04/26/2024), Roufs, Tim  instruction mode: Online-asynchronous, 4 credits  
Schedule may change as events of the semester require

# 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 Global Cultures!**

(.pdf) Wednesday, 3 January 2024)

## **What's Happening Week 1? -- Getting Started**

(.pdf) Sunday, 7 January 2024)

s2024 **GC Simple Syllabus**  .pdf 

## **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**

see also information on **ChatGPT and other AI-content Generators**

for other week-by-week information on the semester,  
please see the ANTH 1080 **Spring 2024 calendar**



REM: Links on screenshots are not hot (active)

# Term Calendar

Today is Tuesday, 09 January 2024, 21:36 (09:36 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		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 9	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 10	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 11	24	25	26	27	28	29	30	wk 16	28	29	30						26	27	28	29	30	31	
															wk 12	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](mailto: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: ~ <http://www.d.umn.edu/cia/faculty/troufs/anth1095/index.html#title>

**Meet Your Professor**

<http://www.d.umn.edu/cia/faculty/troufs/MeetYourProfessor.html>

Slides: (.pptx)

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

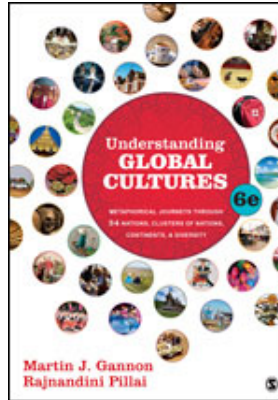
~

[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 \$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.**]

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

Pages: 680

ISBN-10: 1412995931

ISBN-13: 978-1412995931

"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."

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.)

**[More details on the text are available here.](#)**

[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 21<sup>st</sup> 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](#)

[More details on the text are available here.](#)

## The Course Outline in a Nutshell

### **COURSE STRUCTURE**

**ANTH 1080 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 . . .

GC 1.0 • **"SUNDAY MEMO"** for the week .

. .

GC 2.0 • **VIDEO EXPLORATIONS** . . .

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



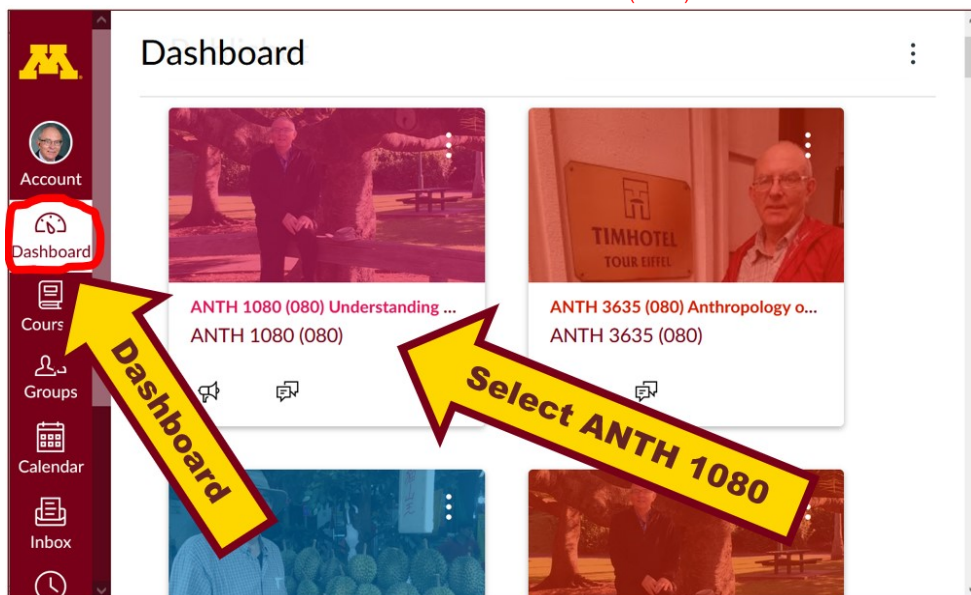
1. Open your  **folder and have a look around** (once it is made available on-line) . . .

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

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

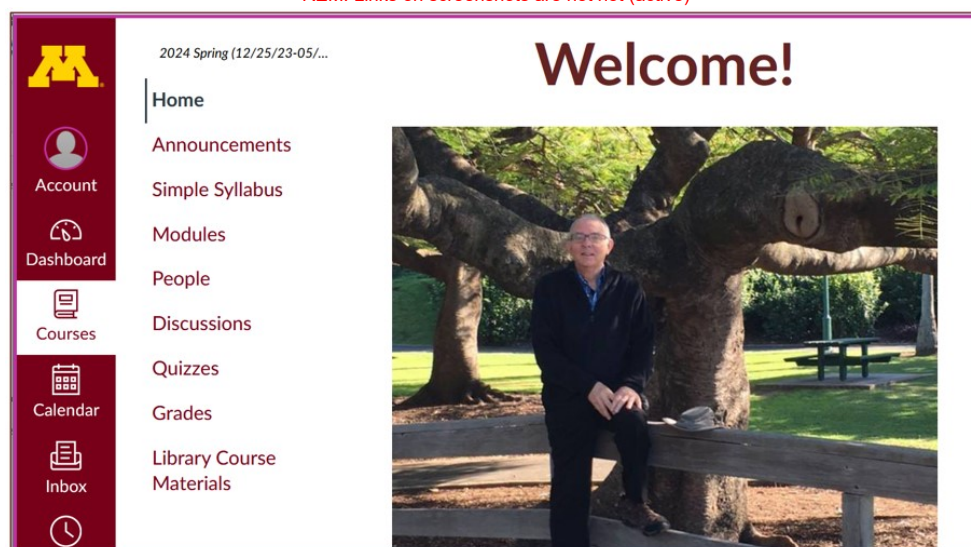
3. Select ANTH 1080 . . .

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 )  
 will take you to the major sections

# of your canvas ANTH 1080 folder . . .

REM: Links on screenshots are not hot (active)



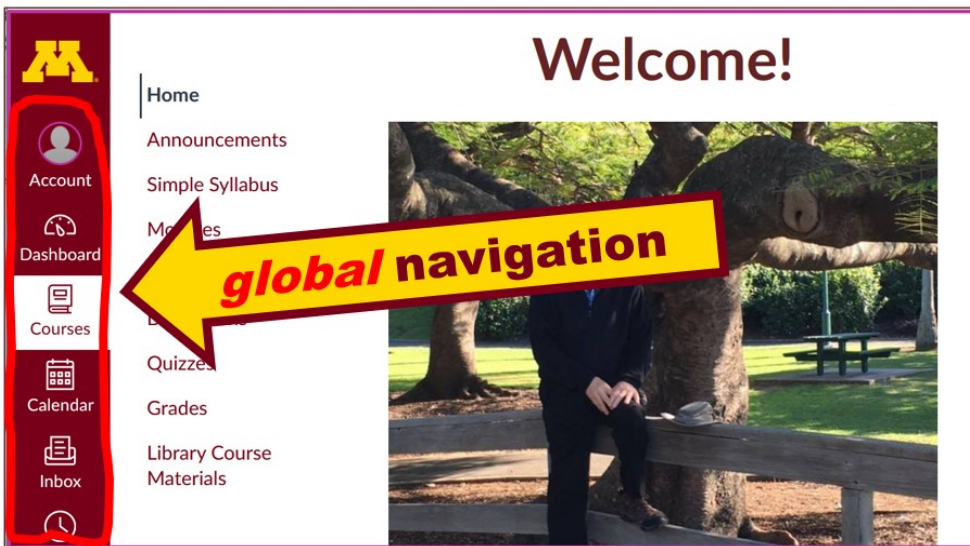
## Clicking on one of the "**Global Navigation Links**"

(when you are in )  
will take you to the major sections

of your overall  folder

that includes all of your courses that use  . . .

REM: Links on screenshots are not hot (active)



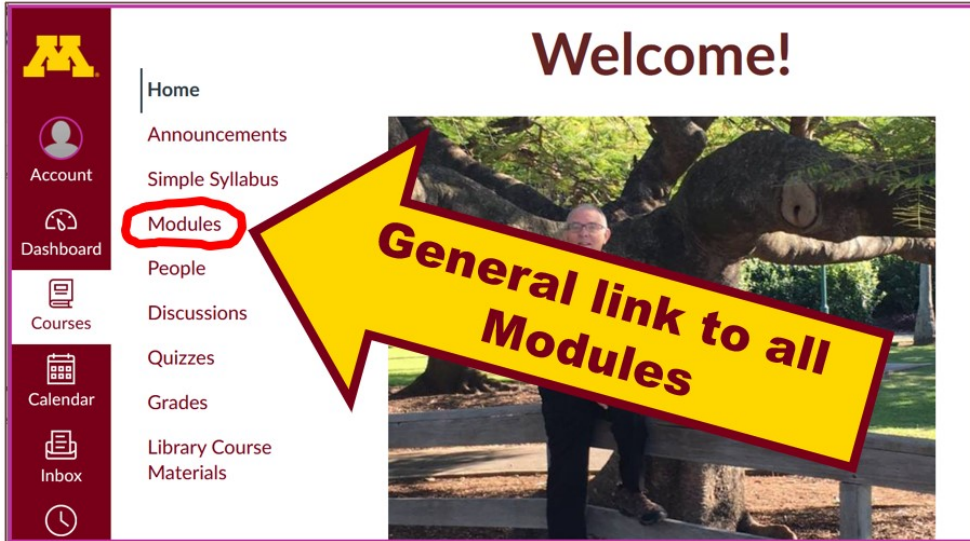
## AVISO!

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 . . .

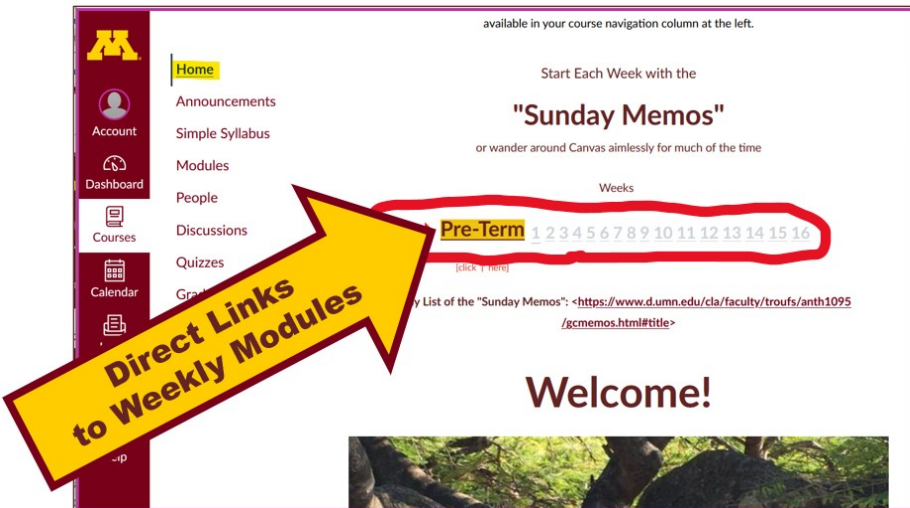
# Go to the "Modules" Section (using the Course Navigation Panel)

REM: Links on screenshots are not hot (active)



OR

REM: Links on screenshots are not hot (active)



OR

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  
E-mail: [troufs@tc.umn.edu](mailto:troufs@tc.umn.edu)  
ZOOM: <https://tc.umn.edu/join/9876543210>  
26 December 2023



Available on-line in your  [Canvas Modules](#)

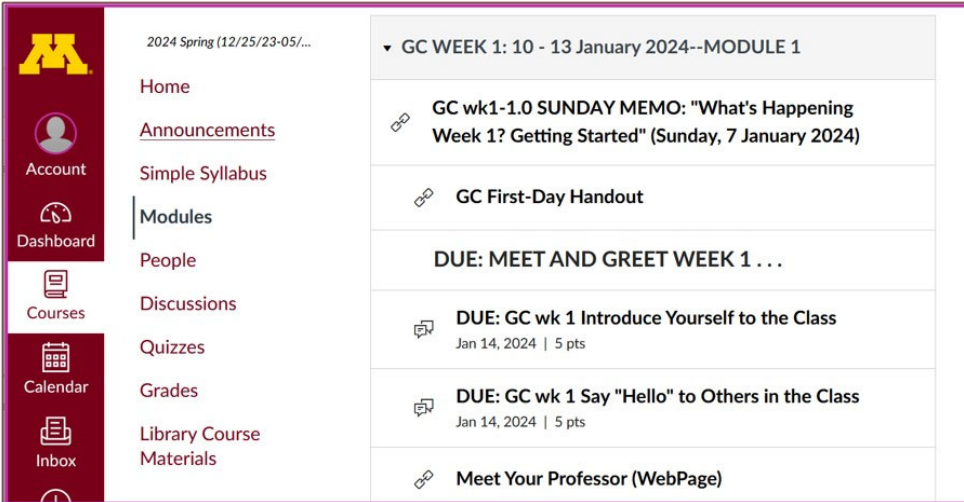
[Module Pre-Term Memos](#)

[GC Simple Syllabus](#) .pdf



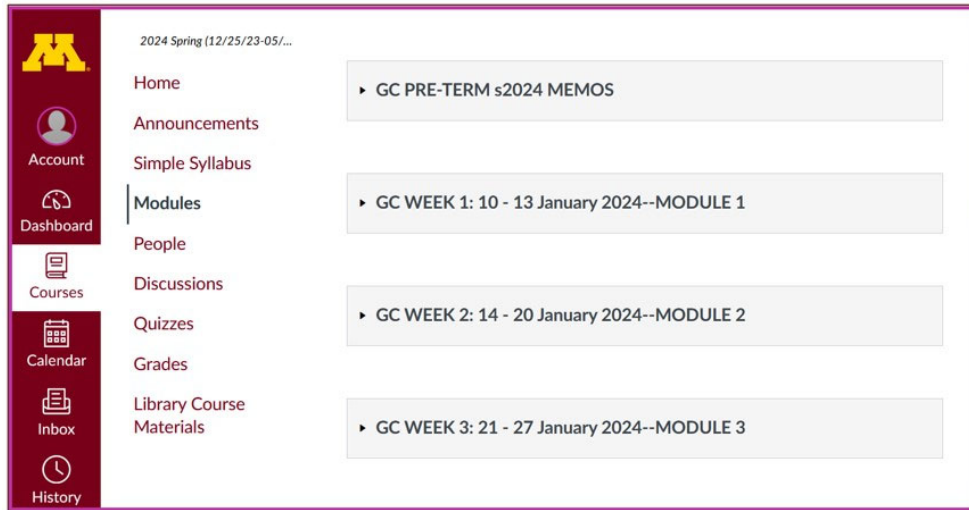

... and that will take you to the **Modules** folder, which looks something like this ...

REM: Links on screenshots are not hot (active)



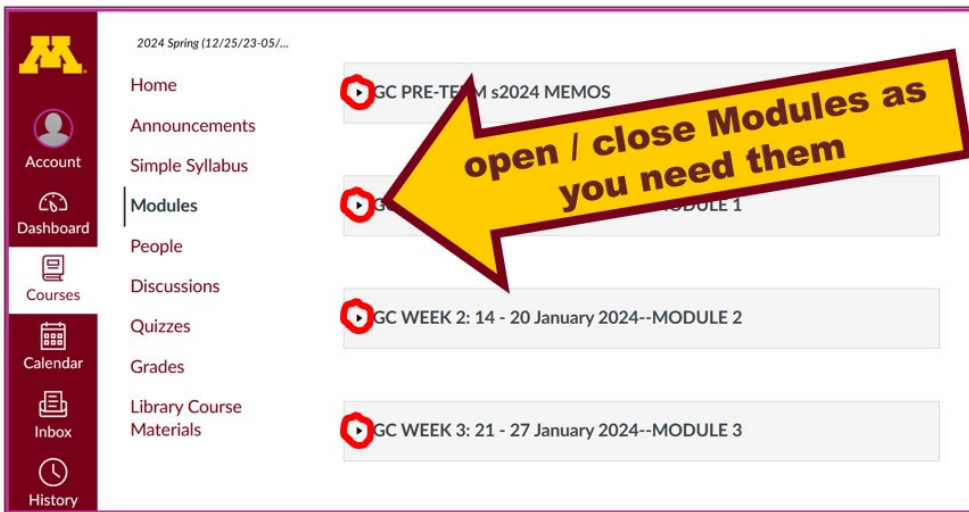
OR

REM: Links on screenshots are not hot (active)



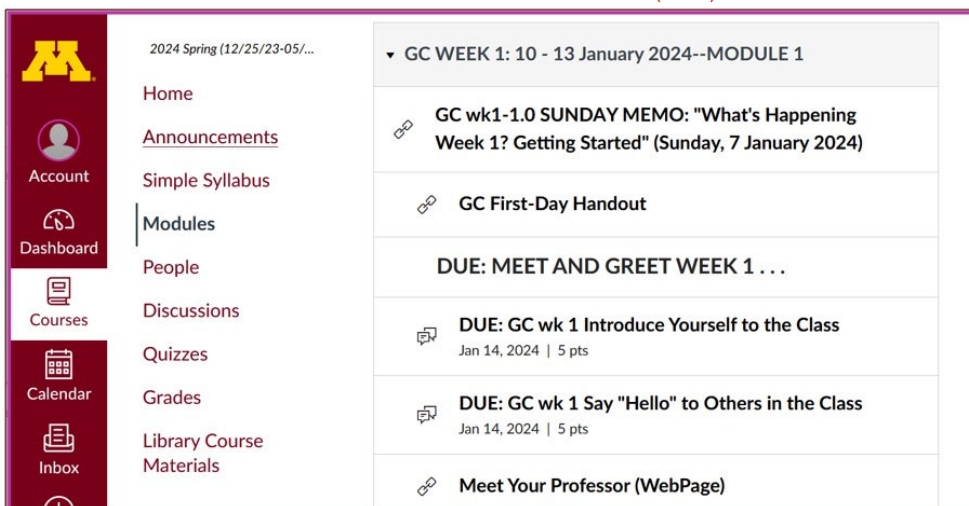
Open each Module one-by-one as you need it/them . . .

REM: Links on screenshots are not active



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

REM: Links on screenshots are not active





Check out the Week 1 "Sunday Memo" . . .

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

## Then check out the "First-Day Handout" . . .

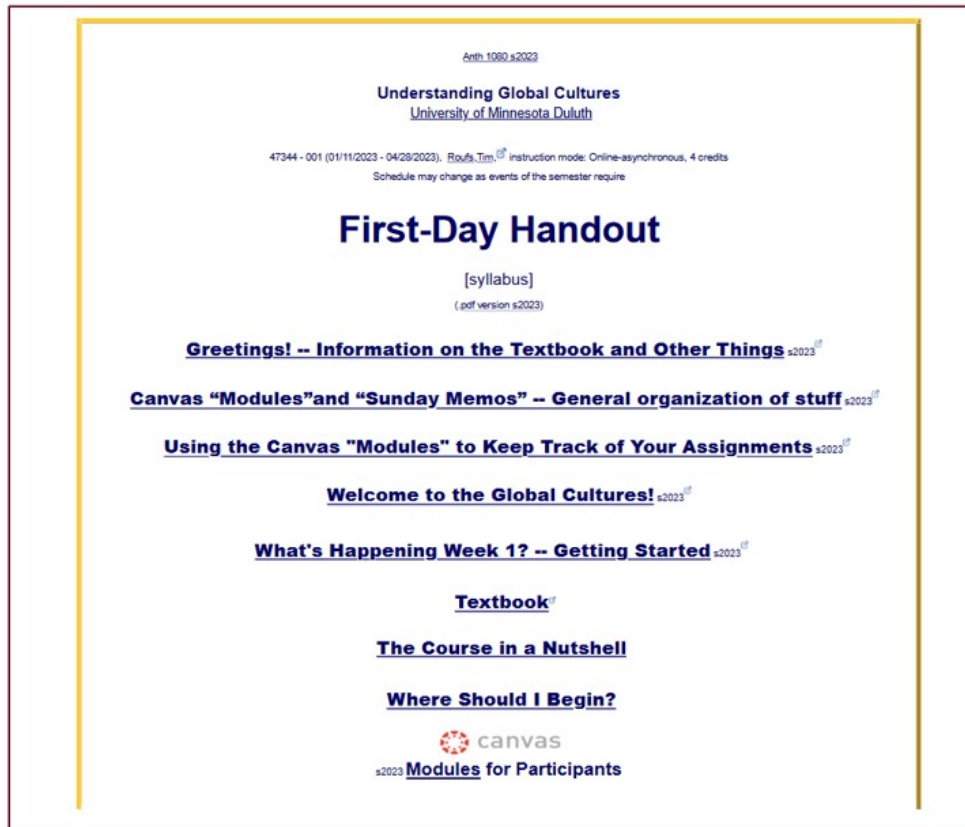
(the class syllabus)

REM: Links on screenshots are not hot (active)

The screenshot shows a course management system interface. On the left is a dark red sidebar with navigation icons and labels: Home, Account, Dashboard, Courses, Calendar, and Inbox. The main content area is titled '2024 Spring (12/25/23-05/...' and lists various course options. Under the 'Modules' section, there is a dropdown for 'GC WEEK 1: 10 - 13 January 2024--MODULE 1'. This dropdown is expanded to show a list of items: 'GC wk1-1.0 SUNDAY MEMO: "What's Happening Week 1? Getting Started" (Sunday, 7 January 2024)', 'GC First-Day Handout' (circled in red), 'DUE: MEET AND GREET WEEK 1 . . .', 'DUE: GC wk 1 Introduce Yourself to the Class' (Jan 14, 2024 | 5 pts), 'DUE: GC wk 1 Say "Hello" to Others in the Class' (Jan 14, 2024 | 5 pts), and 'Meet Your Professor (WebPage)'.



REM: Links on screenshots are not hot (active)



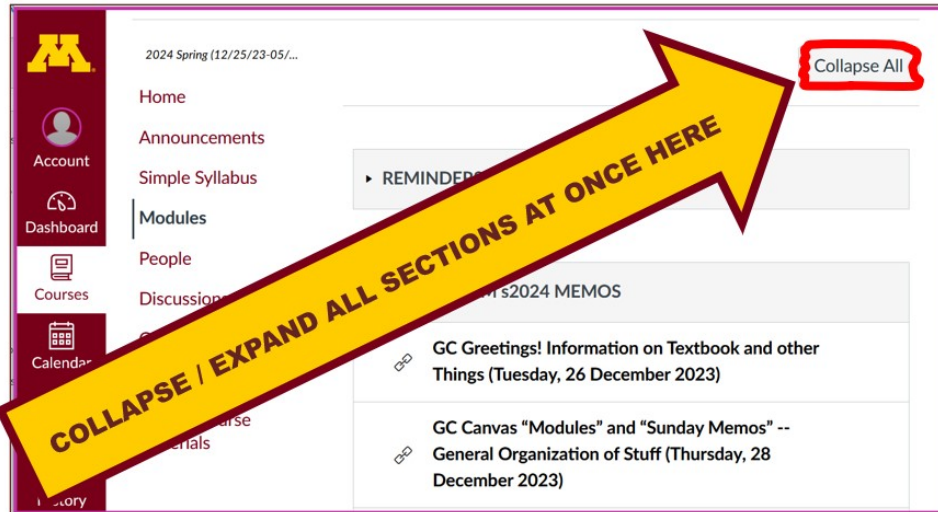
**To de-clutter your screen  
use the "Collapse All" feature in  
Modules . . .**

**Collapse your Modules each time you  
sign on.**

**It will make your life much easier!**

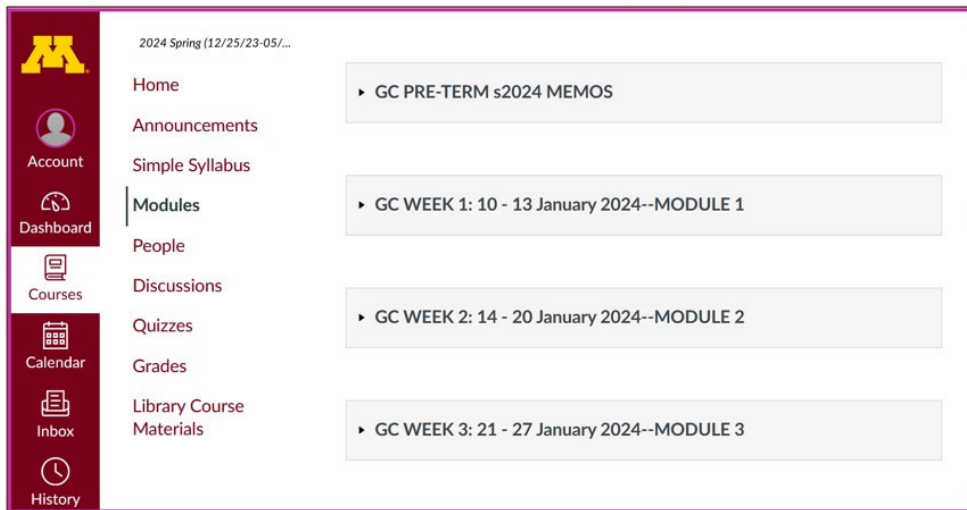
(Sorry, but Canvas does not permit a default opening to Collapsed Folders.)

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)



To go "Home" anytime . . .

REM: Links on screenshots are not hot (active)



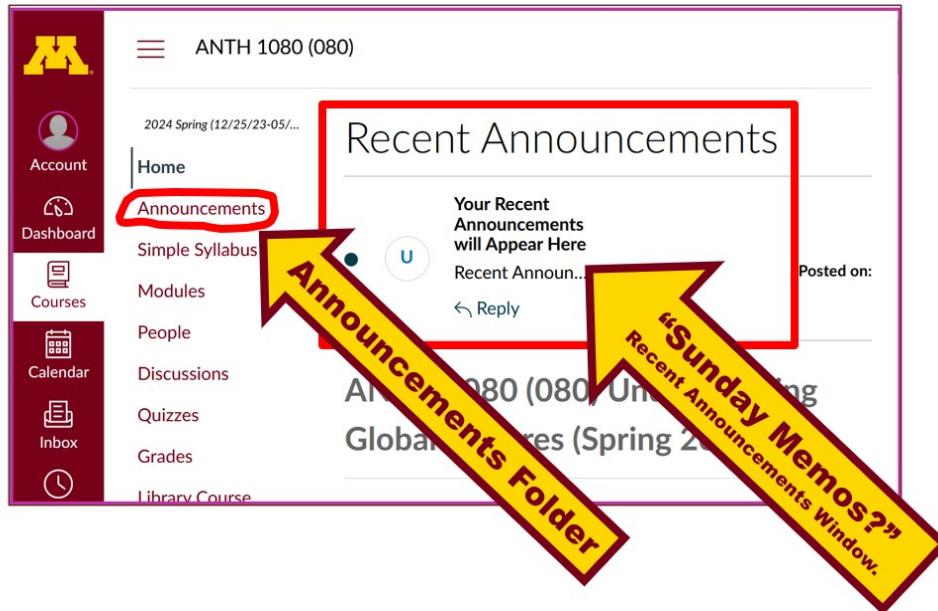


Likewise, clicking on the **"Recent Announcements / What's Happening"** links at the very top of the "Home" page will bring you to the latest information for the class. . . .

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 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 Cline Hall*  
*1123 University Drive*  
*Duluth, Minnesota 55812-3306*  
*E-mail: [troufs@d.umn.edu](mailto:troufs@d.umn.edu)*  
*200M: <https://www.umn.edu/cla/troufs>*  
*7 January 2024*

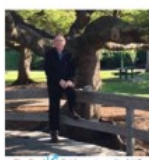
Direct Links to Canvas

Available on-line in your  **Canvas** folder at

4004 [Canvas Module](#)


4004 [Module Week 1](#)

4004 [GC Simple Syllabus .pdf](#)



**Global Cultures Week 1**

[A note on ChatGPT and other AI-content Generators](#)

<b>1.0 <u>What's Happening?</u></b>	<b>2.0 <u>Video Explorations</u></b>	<b>3.0 <u>Slides</u></b> "Perennial Debates"	<b>4.0 <u>Readings</u></b>
<b>5.0 *<u>Other Assignments</u></b>	<b>6.0 <u>Midterm Exam</u></b>	<b>7.0 <u>Project</u></b>	<b>8.0 *<u>Discussion</u></b>
9.0 (optional) <b><u>For Fun Trivia</u></b>	10.0 (optional) <b><u>Extra Credit</u></b>	11.0 (optional) <b><u>Other</u></b>	(click links for details)  = leave page
***12.0 <b><u>In-the-News</u></b> Rest Others'	(optional) <b>13.0 <u>Live Chat</u></b> Tuesday 7:30-8:00 p.m.	(optional) <b>14.0 <u>Questions / Comments</u></b>	<b>Items DUE this week:</b> *enter on-line **upload file

\*\*\*if you signed up for this week's news

REM: Links on screenshots are not hot(active)

## 1.0 What's Happening Week 1?

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.

If you haven't read my memos . . .

["Greetings" Memo](#)  
(Textbooks)  
of Tuesday, 26 December 2023.

my ["Canvas 'Modules' / 'Sunday Memos'"](#)  
(General Organization of Stuff)  
Memo of Thursday, 28 December 2023.

and my ["Using the Canvas Modules -- REVIEW" Memo](#)  
(skip if you are comfortable using Canvas "Modules")  
of Sunday, 31 December 2023.

and the ["Welcome!" memo](#)  
of Wednesday, 3 January 2024.

. . . please do that as they contain useful and important information  
about the course that will make your life much easier.

These are not required reading,  
but it would be a good idea to read them anyway.

(That's a lot of stuff to read, but the "stuff" lightens up after next week.)

and

Compare this **"Sunday Memo"** with your Canvas **"Week 1 Module"**

REM: Links on screenshots are not hot (active)

Global Cultures, Sunday Memo, Week 1, page 3

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

These are the two things to focus on for Week 1.  
 The **Sunday Memo** (on the left) contains details and the **Canvas Module** (on the right) is the basic outline.  
 Both contain "hot" [active] links to other materials.

## Getting Started . . .

The best way to start is by having a quick look at the  
**"First Day Handout"**  
 ("Class Syllabus")

on-line at [https://www.umn.edu/cla/faculty/troufs/anth1095/ehandout\\_first-day.html](https://www.umn.edu/cla/faculty/troufs/anth1095/ehandout_first-day.html) (html version).  
[https://www.umn.edu/cla/faculty/troufs/anth1095/ehandout\\_first-day.pdf](https://www.umn.edu/cla/faculty/troufs/anth1095/ehandout_first-day.pdf) (pdf version)

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)

course navigation column at the left.

Start Each Week with the  
**"Sunday Memo"**  
 or wander around Canvas

**"Sunday Memos" are always available here**

**To Module 1 Week 1**

**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** (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

**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"**<sup>o</sup> -- Susan M. Dynarski, *Evidence Speaks Series, Brookings* (10 August 2017).
- [Special Facilities / Arrangements](#)<sup>o</sup>
- [Extra Help](#)<sup>o</sup>



## 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](https://www.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



[troufs@d.umn.edu](mailto:troufs@d.umn.edu)

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 Menci, 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](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](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](#),<sup>27</sup> and the [Department of Studies in Justice, Culture, and Social Change](#)<sup>27</sup>

...

## Teaching & Learning: Instructor and Student Responsibilities<sup>27</sup>:

"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><sup>27</sup>."

## Final Exams<sup>27</sup>: Final Exam Policy<sup>27</sup>

"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><sup>27</sup>"

## Excused Absences<sup>27</sup>: Excused Absence Policy<sup>27</sup>

"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><sup>27</sup>"

Appropriate Student Use of Class Notes and Course Materials<sup>27</sup>:

"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](#)

[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 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>.

#### GC Index of Major Items

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| <a href="#">GC 1.0 "Sunday Memos"</a>                       | <a href="#">GC 2.0 Video Schedule</a>                 |
| <a href="#">GC 3.0 Slides Schedule</a>                      | <a href="#">GC 4.0 Text Assignments Schedule</a>      |
| <a href="#">GC 5.0 Other (check <a href="#">Canvas</a>)</a> | <a href="#">GC 6.0 Exams . . . (wk-7) and (wk-16)</a> |
| <a href="#">GC 7.0 REM: Work on Project</a>                 | <a href="#">GC 8.0 Discussion(s)</a>                  |
| <a href="#">GC Main Due Dates</a>                           | <a href="#">GC Spring 2024 Calendar</a>               |

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1049 University Drive  
Duluth, MN 55812

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Current Students  
Employee Resources  
Alumni  
Parents & Family  
Community & Visitors

#### GIVE

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#### SEARCH

Directory  
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