**Anthropology 379 – Meltdown: The Archaeology of Climate Change**

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| **Instructor**: Dr. Kyle Olson  **Contact**: [kyleo@wustl.edu](mailto:kyleo@wustl.edu)  **Office**: 122A McMillan  **Office Hours**: TBD | **Class Time and Location**  Mondays and Wednesdays  4-5:20p  Seigle 103 |

*This syllabus is a general plan for the semester. Aspects of the schedule can and will be changed or re-arranged by the instructor as needed throughout.*

**Course Description and Learning Objectives**

This course examines the temporal, geographical, and environmental aspects of past climate change and explores how climate changes may have affected the evolution of human culture. Archaeological examples from a range of contexts will be used to explore how human history has affected and in turn been influenced by changes in climate. Above all else, we will be focusing on climate change in the present and very recent past, i.e., in the era of the so-called Anthropocene, a moment in planetary history in which Earth’s environment is undergoing significant transformation.

Current debates within and across many academic fields have raised questions about the timing, character, outcomes, and effects of the Anthropocene, as well as who is responsible and what is to be done about it. Archaeology offers a unique disciplinary vantage point to view interactions between human societies and their environments in the long term. We will therefore cover the underlying theoretical issues, methodologies employed, and narratives written as part of the archaeological study of past human-environment interactions.

Drawing on these conceptual tools, we will examine three core questions: (1) how do archaeologists study human-environment interactions in general and climate change in particular, (2) what is the Anthropocene, and (3) how do archaeologists study the Anthropocene?

By the end of this course, students will be able to:

* *Understand* the role of archaeological research in making sense of the human imprint on the environment, past and present.
* *Compare* *and* *contrast* different episodes of anthropogenic climate change over time.
* *Define* the concept of the Anthropocene and be up to speed on conversations about it and to be able to *engage* *critically* with questions that the idea of the Anthropocene poses about our species, our planet, and our future.

The course format is seminar-style, focusing on discussion of the weekly readings. This will be a relatively reading-intensive course. *I will instruct students on how to efficiently—and enjoyably!!—digest this volume of material*. I will also regularly give short lectures to contextualize concepts and lesser-known historical events and figures.

**Grading and Evaluation**

Attendance and Participation in Class

Attendance, participation in seminar discussions and your contribution to the intellectual content of class will not be considered for your grade. *You will get much more out of the course if you attend the sessions as often as possible, however, because we will grapple with the texts together and I will provide crucial context and background for understanding more challenging readings*. I also like to tie the course material to the interests that students bring to the classroom as much as possible, so it’s your loss if you do not attend. To prepare minimally for class, come with one quote from the readings that stood out to you that you would like to discuss during the session. To take it to the next level, come prepared with questions, comments, critiques, and affirmations related to the texts for us to consider collectively. We will also be working collectively and thinking together about the course project *in-class,* which means that if attendance begins to flag during the semester, this policy may change.

Reading Responses

Throughout the semester, students will be expected to submit three reading responses of ca. 500-1250 words each (i.e., approximately two-five pages). Each response should synthesize the key points from three readings of your choice from the syllabus assigned any time prior to the deadline (Reading Response 1 corresponds to Unit 1, and so on). For tips and tricks refer to [Reading Effectively](https://wordsinspace.net/2010/08/20/reading-effectively/) and [Reading for Meaning](http://www.jessicacalarco.com/tips-tricks/2018/9/2/beyond-the-abstract-reading-for-meaning-in-academia).

In your response, you should put the three chosen pieces in dialogue with each other. For this, focus on key elements of each of your chosen texts, for example: the author’s main arguments, their sources of evidence, research methods, and main conclusions. I am not looking for a summary of the texts, though you may need to do that*. Instead, please write a piece of interpretation and analysis.*

I am expecting you toclearly and succinctly relate the three texts to each other in terms of the issues and problems that they address, the relationship between their arguments, drawing specific examples from the text to illustrate your own ideas about how they are connected*.* This could also take the form of drawing out the implications of the texts, advancing your own perspective, or providing a well-reasoned critique. Ultimately, the point of these responses is to provide an *evaluation* of the texts and how they are related to or in dialogue with one another.

Goals for this assignment are as follows:

* An opportunity to develop a deeper understanding of the concepts and arguments presented in the assigned readings.
* A chance to practice thoughtful, clear, and well-argued writing. You will not be graded on your opinions. It is ok—in fact, encouraged!—to disagree with the author of a piece, your fellow students and with the professor. You should not simply state your opinions, however, but rather you should provide evidence and logical arguments to support your view.
* To go beyond the obvious! Make connections among the class topic, readings, and your experiences. The best responses include new, complex ideas and perspectives.

*Reading responses will be graded on a completion basis*—the point of the assignment is to encourage those students who want to hone their scholarly skills the opportunity to do so. We will discuss strategies and tips for getting the most out of reading responses during the first week of the course. The deadline for each will be the Friday of the week it is assigned, but you will have a grace period of 72 hours to turn it in for full credit. After that, I will take one point off for each day that it is late.

Course Project

Throughout the course we will collectively create and annotate a study-resource for ourselves using Miro Board. The focus of this project will be to collate our notes and ideas about the three main themes of the course (see above) in light of the materials we engage with over the course of the semester. For this course you will not be submitting a final paper, but I will expect a contribution to this project for a completion grade during **10 out of the 15 weeks of the semester**. See the schedule below for the weeks when these will be due. As with the reading responses, the deadline is Friday of the week assigned, with a 72-hour grace period and a point-per-day taken off for late submissions after that. This will evolve as we create it, so stick with me on this even if it doesn’t make sense yet.

**Course Schedule**

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| **Week** | **Date** | **Topic** | **Assignments** |
| 1 | 8/28 | 0.1 Introduction and Meet & Greet | Read Shore 2016 Chs 1-2 |
| 8/30 | 0.2 How do archaeologists study the past? | Read Shore 2016 Chs 3 |
| 2 | 9/4 | **NO CLASS: LABOR DAY** |  |
| 9/6 | 1.1 Archaeology and Human-Environment Interactions | Miro Board Contribution 1 |
| 3 | 9/11 | 1.2 Methods for studying past climate change |  |
| 9/13 | 1.3 Climate resilience in the past | Miro Board Contribution 2 |
| 4 | 9/18 | 1.4 Climate change and ‘collapse’ |  |
| 9/20 | 1.5 Responses to rapid climate change in the past | Miro Board Contribution 3 |
| 5 | 9/25 | 1.6 What archaeology offers climate change research |  |
| 9/27 | 1.7 Climate change and the archaeological record | Miro Board Contribution 4 |
| 6 | 10/2 | 1.8 Unit 1 Recap | Reading Response 1 |
| 10/4 | 2.1 What is the Anthropocene? |  |
| 7 | 10/9 | **NO CLASS: FALL BREAK** |  |
| 10/11 | 2.2 Debating Anthropocene Chronology: Late | Miro Board Contribution 5 |
| 8 | 10/16 | 2.3 Debating Anthropocene Chronology: Middle/Early |  |
| 10/18 | 2.4 Questioning the Anthropocene | Miro Board Contribution 6 |
| 9 | 10/23 | 2.5 Anthropocene or Capitalocene? |  |
| 10/25 | 2.6 Anthropocene or Plantationocene? | Miro Board Contribution 7 |
| 10 | 10/30 | 2.7 Decolonize Anthropos |  |
| 11/1 | 2.8 Unit 2 Recap | Reading Response 2 |
| 11 | 11/6 | 3.1 How do archaeologists study the Anthropocene? |  |
| 11/8 | 3.2 Case Studies I (The Anthropocene Review) | Miro Board Contribution 8 |
| 12 | 11/13 | 3.3 Case Studies II (Anthropocene) |  |
| 11/15 | **NO CLASS: PROF. OLSON AT CONFERENCE** | Miro Board Contribution 9 |
| 13 | 11/20 | 3.4 Capitalocene vs Plantationocene, archaeology-style |  |
| 11/22 | **NO CLASS: THANKSGIVING** |  |
| 14 | 11/27 | 3.5 Archaeology and Anthropocene Infrastructures |  |
| 11/29 | 3.6 Disaster archaeology (Case Study: Louisiana) | Miro Board Contribution 10 |
| 15 | 12/4 | 3.7 Pandemic Archaeology |  |
| 12/6 | 3.8 Unit 3 Recap | Reading Response 3 |

**Course Reading Schedule (\*see canvas)**

Please prepare all readings before the day on which the numbered unit below corresponds to in the schedule above. For example, prepare the readings listed under 1.1 to be discussed on Wednesday 9/6.

Unit 1 – How do Archaeologists Study Climate Change?

* 1. *General framework for human-environment interactions*

Fisher, Christopher T., J. Brett Hill and Gary M. Feinman\* (**13pp**)

2009 *The Archaeology of Environmental Change*

Introduction: Environmental Studies for Twenty-First-Century Conservation

Van de Noort, Robert (**9pp)**

2011 Conceptualising climate change archaeology. *Antiquity* 85 (329): pp. 1039-1048

<https://doi.org/10.1017/S0003598X00068472>

Miller, Alicia R. Ventresca et al. (**11pp, optional but recommended**)

2020 Ecosystem Engineering Among Ancient Pastoralists in Northern Central Asia. *Frontiers in Earth Science* 8

<https://www.frontiersin.org/articles/10.3389/feart.2020.00168/full>

*1.2 Methods for studying past climate change*

Burke, Ariane et al. (**10pp**)

2021 The archaeology of climate change: The case for cultural diversity. *PNAS* 118 (30)

<https://www.pnas.org/doi/10.1073/pnas.2108537118>

Douglass, Kristina and Jens Zinke (**32pp, “speed read” using Shore techniques**)

2015 Forging Ahead By Land and By Sea: Archaeology and Paleoclimate Reconstruction in Madagascar. *African Archaeological Review* 32: 267-299 <https://link.springer.com/article/10.1007/s10437-015-9188-5>

*1.3 Climate change resilience in the past*

Flohr, Pascal et al. (**13pp**)

2016 Evidence of resilience to past climate change in Southwest Asia: Early farming communities and the 9.2 and 8.2 ka events. *Quaternary Science Reviews* 136: 23-39 <https://doi.org/10.1016/j.quascirev.2015.06.022>

Løvschal, Mette (**16pp, skim, will be discussed in-class**)

2022 Retranslating Resilience Theory in Archaeology. *Annual Review of Anthropology* 51: 195-211

<https://www.annualreviews.org/doi/abs/10.1146/annurev-anthro-041320-011705>

*1.4 The role of climate change in ‘collapse’*

Tainter, James A. (**only read pp. 202-203**)

2014. Collapse and Sustainability: Rome, the Maya, and the Modern World. *Archeological Papers of the American Anthropological Association* 24:201–214.

<https://doi.org/10.1111/apaa.12038>

Arnold, T. Elliot et al. (**9pp**)

2021 Drought and the collapse of the Tiwanaku Civilization: New evidence from Lake Orurillo, Peru. *Quaternary Science Reviews* 251

<https://doi.org/10.1016/j.quascirev.2020.106693>

*1.5* *Responses to rapid climate change in the past*

J. Cooper and P. Sheets (eds) 2012 *Surviving Sudden Environmental Change: Answers From Archaeology* <https://www.jstor.org/stable/j.ctt1wn0rbs>

Introduction required (**17pp**)

Students divide up responsibility for the rest of the chapters (**ca. 15-20pp**)

*1.6 Archaeological contributions to climate change research*

Rockman, Marcy and Carrie Hritz (**7pp**)

2020 Expanding use of archaeology in climate change response by changing its social environment. *PNAS* 117 (15): 8295-8302

<https://doi.org/10.1073/pnas.1914213117>

Sandweiss, Daniel H. and Alice R. Kelley (**power skim most, close read** **discussion section**)

2012 Archaeological Contributions to Climate Change Research: The Archaeological Record as a Paleoclimatic and Paleoenvironmental Archive. *Annual Review in Anthropology* 41: 371-91.

<https://doi.org/10.1146/annurev-anthro-092611-145941>

Velentza, Katerina (**12pp, optional but recommended, will discuss in class**)

2022 Maritime Archaeological Research, Sustainability, and Climate Resilience. *European Journal of Archaeology* <https://doi.org/10.1017/eaa.2022.48>

GARP Climate Risk Podcast (**optional but recommended**)

2022 30,000 Years in 30 Minutes: Climate Risk from an Archaeologist’s Perspective <https://www.garp.org/podcast/climate-anthropology-archaelogy-cr-220727>

*1.7 How is the archaeological record affected by climate change?*

Career in Ruins

2020 Archaeology and the Climate Change Conundrum <https://careerinruins.podbean.com/e/archaeology-and-the-climate-change-conundrum/>

McCoy, M.D.

2018. The Race to Document Archaeological Sites Ahead of Rising Sea Levels: Recent applications of geospatial technologies in the archaeology of Polynesia. *Sustainability* 10 (185); <https://doi.org/10.3390/su10010185>

Anderson, D.G. et al. (**optional but recommended**)

2017 Sea-level rise and archaeological site destruction: An example from the southeastern United States using DINAA (Digital Index of North American Archaeology). *PLOS One* <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0188142>

Unit 2 – What is the Anthropocene?

*2.1 General framework*

Ellis, Erle C.\*

2018. Anthropocene: A Very Short Introduction

Chapter 1 “Origins” (**13pp**)

Chapter 2 “Earth System” (**17pp, optional but recommended**)

Waters, C. N., et al. (**9pp**)

2016. The Anthropocene is functionally and stratigraphically distinct from the Holocene. Science 351 <https://www.science.org/doi/epdf/10.1126/science.aad2622>

The Guardian Podcast (**optional but recommended**)

2021: "[Have we entered the Anthropocene – a new epoch in Earth’s history?](https://www.theguardian.com/science/audio/2021/may/20/have-we-entered-anthropocene-new-epoch-in-earths-history-podcast)"

*2.2 Debating Anthropocene Chronology: Late*

Zalasiewicz, J., et al. (**7pp**)

2015 When did the Anthropocene begin? A mid-twentieth century boundary level is stratigraphically optimal. *Quaternary International* 383:196-203. <https://doi.org/10.1016/j.quaint.2014.11.045>

Ellis, Erle C.\*

2018. Anthropocene: A Very Short Introduction

Chapter 4 “The Great Acceleration” (**23pp, skim, will discuss in class**)

*2.3 Debating Anthropocene Chronology: Middle and Early*

Lewis, S., Maslin, M.

2015. Defining the Anthropocene. *Nature* 519: 171–180. <https://doi.org/10.1038/nature14258>

Ellis, Erle C.\*

2018. Anthropocene: A Very Short Introduction

Chapter 5 “Anthropos” (**28pp, skim, will discuss in class**)

Stephens, L., et al. 2019. (**5pp**)

Archaeological assessment reveals Earth’s early transformation through land use. *Science* 365:897-902.

<https://doi.org/10.1126/science.aax1192>

2.4 Questioning the Anthropocene

Mitman, Gregg, Marco Armiero and Robert S. Emmett\*

2018 *Future Remains: A Cabinet of Curiosities for the Anthropocene*

Nixon “The Anthropocene: The Promise and Pitfalls of an Epochal Idea” (**19pp**)

Mitman “Hubris or Humility? Genealogies of the Anthropocene” (**11pp**)

*2.5 Anthropocene or Capitalocene?*

Kunkel, Benjamin

2017 The Capitalocene. London Review of Books

<https://www.lrb.co.uk/the-paper/v39/n05/benjamin-kunkel/the-capitalocene>

*2.6 Anthropocene or Plantationocene?*

Mitman, Gregg, Marco Armiero and Robert S. Emmett\*

2018 *Future Remains: A Cabinet of Curiosities for the Anthropocene*

Pulido “Racism and the Anthropocene” (**12pp**)

Sophie Moore, M. Allewaert, Pablo Gómez, and Gregg Mitman

2019 “[Interrogating the Plantationocene](https://edgeeffects.net/plantationocene-series-plantation-worlds/),” Edge Effects.

(**Read “Plantation Legacies” + any others that interest you**)

The Plantationocene Series Podcast (**optional but recommended**)

2019: [Reflections on the Plantationocene: A Conversation with Donna Haraway and Anna Tsing](https://podcasts.apple.com/my/podcast/reflections-on-the-plantationocene-a-conversation/id1174721985?i=1000441917941)

*2.7 Decolonize Anthropos*

Davis, Heather and Zoe Todd. (**19pp**)

2017 “On the Importance of a Date, or, Decolonizing the Anthropocene.” *ACME* 16, no. 4: 761–80. <https://acme-journal.org/index.php/acme/article/view/1539>

Curley, Andrew and Sara Smith (**17pp, optional, but recommended**)

2023 The cene scene: Who gets to theorize global time and how do we center indigenous and black futurities? *Nature and Space* <https://doi.org/10.1177/25148486231173865>

Ellis, M. A., and Z. Trachtenberg (**optional, but recommended**)

2014. Which Anthropocene is it to be? Beyond geology to a moral and public discourse. Earth’s Future. <https://doi.org/10.1002/2013EF000191>

Unit 3 – How do archaeologists study the Anthropocene?

*3.1 General Framework*

Petursdottir, Þóra (**30pp, skim but do read the first two and last two sections**)

2017 Climate Change? Archaeology and Anthropocene. *Archaeological Dialogues* 24(2): 175-205. <https://doi.org/10.1017/S1380203817000216>

Edgeworth, Matt\*

2014 Archaeology of the Anthropocene. *Journal of Contemporary Archaeology* 1(1): 73-132.

Selections (**prepare for in-class activity**)

*3.2 Case Studies I (The Anthropocene Review)*

Choose one of the following:

Mueller, Natalie. G., Spengler, Robert N., Glenn, Ashley & Lama, Kunsang

2021 Bison, anthropogenic fire, and the origins of agriculture in eastern North America. *The Anthropocene Review* 8(2): 141-158. <https://doi.org/10.1177/2053019620961119>

Pearson, J., Jackson, G., & McNamara, K. E.

2023 Climate-driven losses to knowledge systems and cultural heritage: A literature review exploring the impacts on Indigenous and local cultures. *The Anthropocene Review* 10(2): 343-366. <https://doi.org/10.1177/20530196211005482>

Schneider, L., Shulmeister, N., Mariani, M., Beck, K. K., Fletcher, M.-S., Zawadzki, A., Saunders, K. M., Aquino-López, M. A., & Haberle, S. G.

2022 Colonialism and the environment: The pollution legacy of the Southern Hemisphere’s largest copper mine in the 20th century. *The Anthropocene Review* 9(1): 3-23. <https://doi.org/10.1177/2053019620968133>

Vaverková, Magdalena D. and Eugeniusz Koda

2023 Why landfill deposits are a distinguishing feature of the Anthropocene. *The Anthropocene Review* 10(2): 463-473. <https://doi.org/10.1177/20530196231170370>

*3.3 Case Studies II (Anthropocene)*

Briere, Michelle D. and Konrad Gajewski

2023 Holocene human-environment interactions across the Northern American prairie-forest ecotone. *Anthropocene* 41 <https://doi.org/10.1016/j.ancene.2022.100367>

Castilla-Beltran, Alvaro et al.

2018 Columbus’ footprint in Hispaniola: A paleoenvironmental record of indigenous and colonial impacts on the landscape of the central Cibao Valley, northern Dominican Republic. *Anthropocene 22* <https://doi.org/10.1016/j.ancene.2018.05.003>

Flaminio, Silvia et al.

2021 To dam or not to dam in an age of anthropocene: Insights from a genealogy of media discourses. *Anthropocene* 36 <https://doi.org/10.1016/j.ancene.2021.100312>

Fouédjeu, Léonel et al.

2022 Did the charcoal-based iron industry really drive the forest cover decline in the Northern Pyrenees? *Anthropocene* 38 <https://doi.org/10.1016/j.ancene.2022.100333>

Guedron, S. et al.

2021 Reconstructing two millennia of copper and silver metallurgy in the Lake Titicaca region (Bolivia/Peru) using trace metals and lead isotopic composition. *Anthropocene* 34 <https://doi.org/10.1016/j.ancene.2021.100288>

Harmon, Kristen C. et al.

2021 The role of indigenous practices in expanding waterbird habitat in the face of rising seas. *Anthropocene* 34 <https://doi.org/10.1016/j.ancene.2021.100293>

Kasianova, Alisa et al.

2023 1100-years history of transformation of the East European forest-steppe into arable land: Case study from Kursk region (Russia). *Anthropocene* 42 <https://doi.org/10.1016/j.ancene.2023.100385>

Krause, Samantha et al.

2021 Tropical wetland persistence through the Anthropocene: Multiproxy reconstruction of environmental change in a Maya agroecosystem. *Anthropocene* 34 <https://doi.org/10.1016/j.ancene.2021.100284>

Pikirayi, Innocent et al.

2022 Climate-smart harvesting and storing of water: The legacy of dhaka pits at Great Zimbabwe. *Anthropocene* 40 <https://doi.org/10.1016/j.ancene.2022.100357>

*3.4 Capitalocene vs Plantationocene Archaeology-style*

Lightfoot, Kent G. et al. (**14pp**)

2013 European colonialism and the Anthropocene: A view from the Pacific Coast of North America. *Anthropocene* 4: 101-115 <https://doi.org/10.1016/j.ancene.2013.09.002>

Haines, J. J. (**skim, will discuss in class**)

2020. Shaping Landscapes: Environmental History, Plantation Management and Colonial Legacies in Mauritius. *International Journal of Historical Archaeology*.

<https://doi.org/10.1007/s10761-021-00629-0>

*3.5 Archaeology and Anthropocene Infrastructures*

Shryock, Andrew and Daniel Lord Smail (**5pp**)

2017 On containers: A forum. Introduction. *History and Anthropology* 29(1): 1-6 <https://www.tandfonline.com/doi/full/10.1080/02757206.2017.1397650>

Leivestad, Hege Høyer (**5pp**)

2022 The Shipping Container. *History and Anthropology* 33(2): 202-207

<https://www.tandfonline.com/doi/full/10.1080/02757206.2022.2066094>

Stewart, Haeden (**14pp, skim, will discuss in class**)

2022 The Ecological Life of Industrial Waste. *Archaeological Papers of the American Anthropological Association* 33(1): 91-105. <https://anthrosource.onlinelibrary.wiley.com/doi/10.1111/apaa.12159>

Harrison, Rodney (**18pp, skim, will discuss in class**)

2015 Beyond “Natural” and “Cultural” Heritage: Toward an Ontological Politics of Heritage in the Age of Anthropocene. *Heritage & Society* 8(1): 24-42.

*3.6 Disaster Archaeology (Case Study: Louisiana)*

Dawdy, Shannon Lee (**11pp**)\*

2006 The Taphonomy of Disaster and the (Re)Formation of New Orleans. *American Anthropologist* 108(4): 719-730.

Dawdy, Shannon Lee (**17pp, skim, will discuss in class**)\*

2010 Clockpunk Archaeology and the Ruins of Modernity. *Current Anthropology* 51(6): 761-778.

The American Shoreline Podcast Network

2020 “Archaeology on Louisiana’s Vanishing Coast” <https://podcasters.spotify.com/pod/show/aspn/episodes/Archaeology-on-Louisianas-Vanishing-Coast--Delta-Dispatches-eata5h>

*3.7 Pandemic Archaeology*

DeWitte, Sharon N. (**13pp**)

2016 Archaeological Evidence of Epidemics Can Inform Future Epidemics. *Annual Review of Anthropology* 45: 63-77. <https://doi.org/10.1146/annurev-anthro-102215-095929>

Magnani et al. (**30pp, lots of pictures/maps**)

2022 A contemporary archaeology of pandemic. *Journal of Social Archaeology* 22(1): 48-81.

<https://journals.sagepub.com/doi/full/10.1177/14696053211043430>

**Policies and Procedures**

*Email:* I will respond to student emails as quickly as I can, but please note that I maintain a strict 9-to-5, which is what allows me to bring my best self to teaching. Accordingly, please be patient with me as I do my best to respond in a timely manner. To be clear: **I *do not* check my email on the weekend**.

*Use of AI:* It doesn’t bother me hugely if you use ChatGPT as part of your process for the written assignments in this course. Please refer to the AI and Human Collaboration pdf in the course Files directory on Canvas. You are permitted to use these tools up to the level of **Human essay with AI assistance** or **Human essay with AI assistance for outline & refs** according to the schema in the first two tables of that document. The categories above these in the table are not allowed for this course. Please refer to this [guide for students about composition with AI](https://ctl.wustl.edu/learningcenter/resources/chatgpt-and-other-ai-composition-tools-a-guide-for-students/) for more information. Do be aware that not only is passing off AI-generated text as your own work potentially a violation of academic integrity (i.e., plagiarism) it is also a violation of the Terms of Service for OpenAI as well. So don’t do that. Just be honest about how you used the tool!

*COVID:* Students experiencing symptoms consistent with COVID-19 or concerned about a possible exposure should contact Habif Health and Wellness Center (314 935-6666) to arrange for testing as indicated. If instructed by Habif to quarantine or isolate, students should notify their instructor as soon as possible by forwarding the email they received from Habif. Any accommodation needs for COVID-related absence not covered in an instructor’s standard course policies should be discussed between the student and instructor. While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at <https://covid19.wustl.edu/health-safety/>. This includes: Strongly recommended masking in indoor spaces; requesting amplification devices, captioning, or clear masks; maintaining physical distancing as needed; and practicing good personal hygiene.

*Preferred Name and Personal Pronouns:* Washington University in St. Louis recognizes that many students prefer to use names other than their legal ones to identify themselves. In addition, in order to affirm each person’s gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person’s experience of safety, respect, and support. See: <https://students.wustl.edu/pronouns-information/>, <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>.

*Diversity*: Diversity encompasses acceptance and respect. The term "diversity" encompasses differences of culture, background, and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, and abilities, as well as political and religious affiliation and socioeconomic status. Diversity strengthens our sense of community, and is vital to our knowledge creation, problem solving and productivity — all of which are essential to our mission as a world-class university. Enhancing our diversity, while making Washington University a more inclusive place, is not an option. It is an imperative. For more information about diversity and inclusion at WashU visit: <https://diversity.wustl.edu/framework/resources/>

*WashU Cares:* WashU Cares specializes providing referrals and resources, both on, and off campus for mental health, medical health, financial and academic resources by using supportive case management. WashU Cares also receives reports on students who may need help connecting to resources or whom a campus partner is concerned about. If you are concerned about yourself or another student, you can file a report here: [https://washucares.wustl.edu/](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwashucares.wustl.edu%2F&data=05%7C01%7Cjilledwards%40wustl.edu%7Ca655cd0c14b943dc7c2e08da5ea3667f%7C4ccca3b571cd4e6d974b4d9beb96c6d6%7C0%7C0%7C637926353129540904%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=wQpu7AfGkpqZmJz%2Fi2TwBH%2FR6a6BcfJijkARRdNcn%2B8%3D&reserved=0). Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student’s academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety, depression, and thoughts of suicide. See: <https://students.wustl.edu/mental-health-services/>.

*Sexual Harassment and Assault:* If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair, Dean, or to Ms. Cynthia Copeland, the Associate Title IX Coordinator, at (314) 935-3411, [cmcopeland@wustl.edu](mailto:cmcopeland@wustl.edu). Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: [Title IX](https://titleix.wustl.edu/).

*Academic honesty*: Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. See WashU’s formal policy: <http://wustl.edu/policies/undergraduate-academic-integrity.html>

*Bias Report and Support System (BRSS):* The University has a process through which students who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. To report an instance of bias, visit <https://students.wustl.edu/bias-report-support-system/>.

*Disability*: As Washington University we realize that students encounter many challenges in your educational experience. WashU has great resources. The first point of contact is Cornerstone http://cornerstone.wustl.edu/ If you have any needs or concerns of any kind, please contact me by email [kyleo@wustl.edu](mailto:kyleo@wustl.edu) as soon as possible.

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