# Anthro 4050 – The Archaeology of Politics & The Politics of Archaeology

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| **Instructor:** Dr. Kyle Olson**Contact:** kyleo@wustl.edu**Office:** 122A McMillan Hall**Office Hours:** MW 4-5p & F 1-4p | **Class Time and Location:** Tuesdays and Thursdays1-2:20pWrighton 301 |

*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 & Learning Objectives**

How we study, interpret, present, and preserve the past is never isolated from broader concerns in society. In the currently polarized environment, the meaning of history and cultural heritage has taken on an unavoidable salience in political discourse. What is at stake is the ability to set the terms of conversations about national identity, cultural patrimony, illicit antiquities, war, and natural resource extraction, among many others.

This course therefore addresses three questions: (1) how do archaeologists study politics in the past, (2) how does archaeological knowledge figure into politics (3) how is the creation of knowledge about the past inflected by present-day politics? To answer these questions, we will engage with a range of exemplary case studies that reveal the breadth and depth of the ways that scholars have examined the political in archaeology.

Central themes in this course will concern archaeological methods and theory for studying ancient polities and political action in the past, conflict within and between polities, the use and abuse of archaeological knowledge, archaeology and nationalism, colonialism, the political economy of archaeological fieldwork, labor in and as a subject of archaeological research, archaeology and public policy, as well as archaeology as a form of political action.

We will confront numerous challenging topics, with the perspective that archaeology is far from a dusty esoteric pursuit, but rather a terrain of meaningful struggle between experts, funders, stakeholders, descendant communities, state bureaucracies, institutions, and a range of publics. Students will gain an in depth understanding of both how archaeologists have valuable knowledge to contribute to the study of politics as such as well as the political issues facing archaeology in the world today.

The course format is seminar-style, focusing on discussion of the weekly readings. There is approximately 50-100 pages of reading per week, and three times per semester students will be asked to read an entire book. *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.

**Required Books** (\*all will be freely, digitally available via Canvas or the library)

Students will choose one book from each category for each of their three Deep Dives (see below).

***Question 1****: How do Archaeologists study politics?*

Liebmann, Matthew

2014 *Revolt: An Archaeological History of Pueblo Resistance and Revitalization in 17th Century New Mexico*. The University of Arizona Press.

Martin, Simon

2020 *Ancient Maya Politics: A Political Anthropology of the Classic Period 150-900 CE*. Cambridge University Press.

Smith, Adam T.

2015 *The Political Machine: Assembling Sovereignty in the Bronze Age Caucasus*. Princeton University Press.

***Question 2****: How Archaeology is Used in Politics*

Abu el-Haj, Nadia

2001 *Facts on the Ground: Archaeological Practice and Territorial Self-Fashioning in Israeli Society*. Duke University Press.

Bueno, Christina

2016 [*The Pursuit of Ruins: Archaeology, History, and the Making of Modern Mexico*](https://catalog.wustl.edu:443/record%3Db8296868~S2). University of New Mexico Press.

Mizoguchi, Koji

2011 *Archaeology, Society and Identity in Modern Japan*. Cambridge University Press.

***Question 3****: How Archaeology is Political*

Battle-Baptiste, Whitney

2011 *Black Feminist Archaeology*. Routledge.

González-Ruibal, Alfredo

2018 *An Archaeology of the Contemporary Era.* Taylor & Francis.

McGuire, Randall H.

2008 *Archaeology as Political Action*. University of California Press.

**Grading and Evaluation**

I. Reading Responses (5 responses x 10pts = maximum **50pts**)

II. Deep Dives (3 Deep Dives x 25pts: **75pts**)

III. Final Project (**75pts**)

**Total Points Possible: 200pts**

**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, 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 best prepare for class please *at minimum* come with one quote from the readings that stood out to you that you would like to discuss during the session. Ideally, you will come with questions, comments, critiques, and affirmations related to the texts for us to consider collectively.

**I. Reading Responses**

Throughout the semester, students will be expected to submit five reading responses of ca. 250-500 words each (i.e., up to but not exceeding two pages). Each response should address one reading of your choice from the syllabus assigned any time prior to the deadline. In your response, you should *concisely* identify the key parts of the text, specifically: the author’s main arguments, sources of evidence, research methods, and main conclusions. Please also provide your own assessment of the reading.

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. These are intended to be practice for the Deep Dives and Final Projects.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 up to one week to turn it in for full credit. After that, I will take one point off for each week that it is late.

**II. Deep Dives**

For each Deep Dive, I would like you to submit a written response to the book between two and five pages in length (i.e., 500-1250 words). This exercise is like a Super Reading Response. I do not want to see a summary of the book, I want a critical analysis of its argument and interventions, supported by evidence drawn from the text. You will be graded mostly on completion of the assignment, but for full credit, I will base this on the extent to which you provide substantive opinions, thoughts, musing, or critiques of the text. ***Scoring***: 20 points for completion; 5 points for substantive engagement. The deadline for each will be the Friday of the week it is assigned, but you will have up to one week to turn it in for full credit. After that, I will take one point off for each week that it is late.

***Note:*** *For both the Reading Responses and the Deep Dives, I am looking for a piece of interpretive and analytical writing. I am expecting you to clearly and succinctly state the main issues and problems addressed by the text, the text’s argument or thesis, the evidence it uses, and an evaluation of the text. You may draw out implications of the text, advance your own perspective, critique the author for oversights, or think through what the text offers us in a positive and generative sense. 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)*.*

* *Show that you understand the concepts and arguments presented in the assigned reading. Leave no doubt that you have completed a close reading of the text and use quotes, details, or evidence to support your points.*
* *Be thoughtful, clear, and well-argued. You will not be graded on your opinion. It is ok to disagree with the article’s author, your fellow students and with the professor. However, you should not simply state your opinions, but should provide evidence and logical arguments to support your view.*
* *Go beyond the obvious; make connections among the class topic, readings, and your experiences. Your writing should not simply summarize the assigned reading. The best responses include new, complex ideas and perspectives.*

**III. Final Project**

This assignment can take many forms, but the main purpose is to connect the themes of the course to students’ own experience, background, expertise, interests, goals, and motives while explicitly drawing on my lectures and the readings assigned throughout the course. Ideally, for the graduate students in the course, this will be an opportunity to make some progress toward some larger goal within the curriculum. More information on this final assignment will follow, but I am flexible on format. The important thing is that it substantively engages with the themes of the course and connects to students’ lived experiences.

***Note:*** *All writing assignments should include citations (parenthetical references or footnotes, but for the love of all things good and beautiful, no endnotes) and a complete bibliography. The format should correspond to whatever is standard practice in the student’s home discipline.*

**Course Schedule**

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| **Week** | **Date** | **Topic** | **Assignments** |
| 1 | Jan 17 | Introduction and Meet & Greet | Read Shore 2016 Selections |
| Jan 19 | Q1-S1: Overview and Approaches |
| 2 | Jan 24 | Q1-S2: Chiefdoms and States | Reading Response 1 |
| Jan 26 | Q1-S3: Feasting and Rituals | Final Project Part 1: Select Topic |
| 3 | Jan 31 | Q1-S4: Early Complex Polities | Reading Response 2 |
| Feb 2 | Q1-S5: Ancient Empires |
| 4 | Feb 7 | Q1-S6: Modern Empires | Reading Response 3 |
| Feb 9 | Q1-S7: The Anthropocene |
| 5 | Feb 14 | Q1-S8: Summary and Recap | Deep Dive 1 Due |
| Feb 16 | Q2-S1: Nationalism |
| 6 | Feb 21 | Q2-S2: Totalitarianism | Final Project Part 2: Propose Medium |
| Feb 23 | Q2-S3: Monuments |
| 7 | Feb 28 | Q2-S4: UNESCO | Reading Response 4 |
| March 2 | Q2-S5: Heritage Policy |
| 8 | March 7 | Q2-S6: Heritage Tourism | Deep Dive 2 Due |
| March 9 | Q2-S7: Heritage Diplomacy |
| 9 | March 14 | **NO CLASS—Spring Break** |
| March 16 |
| 10 | March 21 | Q2-S8: Summary and Recap | Reading Response 5 |
| March 23 | Q3-S1: Political Economy of Fieldwork |
| 11 | March 28 | Q3-S2: Colonialism | Final Project Part 3: Submit Materials |
| March 30 | Q3-S3: Repatriation |
| 12 | April 4 | Q3-S4: War | Final Project Part 4: Show Progress |
| April 6 | Q3-S5: Ethics |
| 13 | April 11 | Q3-S6: Labor | Deep Dive 3 Due |
| April 13 | Q3-S7: Activism |
| 14 | April 18 | Q3-S8: Summary and Recap |  |
| April 20 | Student Final Project Workshop Days |  |
| 15 | April 25 | Student Final Project Workshop Days |  |
| April 27 | Student Final Project Workshop Days | **Final Project Due Friday 5/5** |

## Course Reading Schedule (\*you will need to download these through the library website)

**Intro**

Shore, Zachary

2016 *Grad School Essentials. A Crash Course in Scholarly Skills.* University of California Press.

 Introduction, Chapters 1-3

**Q1-S2: Chiefdoms and States (19pp)**

Frangipane, Marcella

2018 Different Trajectories in State Formation in Greater Mesopotamia: A View from Arslantepe (Turkey). *Journal of Archaeological Research* 26: 3-63. [**only pp. 7-11 required**]

Adams, Robert McCormick

2001 Complexity in Archaic States. *Journal of Anthropological Archaeology* 20: 345-360.

**Q1-S3: Feasting and Rituals (44pp)**

Pollock, Susan

2002 “Feasts, Funerals, and Fast Food in Early Mesopotamian States.” In: *The Archaeology and Politics of Food and Feasting in Early States and Empires*, Tamara L. Bray, ed. Kluwer Academic Publishers, pp. 17-39.

Kassabaum, Megan C.

2019 A Method for Conceptualizing and Classifying Feasting: Interpreting Communal Consumption in the Archaeological Record. American Antiquity 84(4): 610-631. doi:10.1017/aaq.2019.47

Mac Sweeney, Naoise

2011 Community Identity and Archaeology: Dynamic Communities at Aphrodisias and Beycesultan, **Chapter 4: “From Community to Community Identity, pp. 35-42.”** University of Michigan Press. [**OPTIONAL BUT RECOMMENDED**]

**Q1-S4: Early Complex Polities (19pp)**

Yoffee, Norman

2004 *Myths of the Archaic State: Evolution of the Earliest Cities, States, and Civilizations*. Cambridge University Press. [**only Chapter 2: “Dimensions of Power in the Earliest States” required, pp. 22-41**]

Postgate, Nicholas

2013 *Bronze Age Bureaucracy: Writing and the Practice of Government in Assyria,* Chapter 6: “The Government of Assyria and Its Impact,” pp. 327-342. Cambridge University Press. [**OPTIONAL BUT RECOMMENDED**]

Smith, Adam T.

2003 *The Political Landscape: Constellations of Authority in Early Complex Polities,* **Chapter 2: “2. Archaeologies of Political Authority.”** University of California Press. [**OPTIONAL BUT HIGHLY RECOMMENDED**]

**Q1-S5: Ancient Empires (pages will vary)**

Boozer, Anna L., Bleda S. Düring, and Bradley J. Parker (eds.)

2020 [*Archaeologies of Empire: Local Participants and Imperial Trajectories*.](https://catalog.wustl.edu:443/record%3Db8593710~S2) University of New Mexico Press. [**Chapters will be divided among students**]

**Q1-S6: Modern Empires (50pp)**

Van Buren, Mary

2010 The Archaeological Study of Spanish Colonialism in the Americas. *Journal of Archaeological Research* 18(2): 151-201.

**Q1-S7: The Anthropocene (15pp)**

Campbell, Peter B.

2021 The Anthropocene, hyperobjects and the archaeology of the future past. *Antiquity* 95(383): 1315-1330. <https://doi.org/10.15184/aqy.2021.116> [open access]

Gonzalez-Ruibal, Alfredo

2018 *An Archaeology of the Contemporary Era,* Chapter 1: “An Archaeology of the Contemporary Era.” Routledge. [**OPTIONAL BUT HIGHLY RECOMMENDED**]

**Q2-S1: Nationalism (23pp)**

Kohl, Phillip L.

1998 Nationalism and Archaeology: On the Constructions of Nations and the Reconstructions of the Remote Past. *Annual Review of Anthropology* 27: 223–246.

**Q2-S2: Totalitarianism (15pp)**

Bernbeck, Reinhard

2018 An Emerging Archaeology of the Nazi Era. *Annual Review of Anthropology* 47: 361-376.

Arnold, Bettina

2008 “The Past as Propaganda: Totalitarian Archaeology in Nazi Germany.” In: *Histories of Archaeology: A Reader in the History of Archaeology*, Tim Murray and Christopher Evans, eds. Oxford Academic, pp. 120-144. [**OPTIONAL BUT RECOMMENDED**]

Childe, Vere G.

1933 Is Prehistory Practical? *Antiquity* 7(28): 410-418. [**OPTIONAL BUT HIGHLY RECOMMENDED**]

**Q2-S3: Monuments (pages will vary)**

Thompson, Erin L.

2022 *Smashing Statues: The Rise and Fall of America's Public Monuments*. W.W. Norton. [**Chapters will be divided among students]**

**Q2-S4: UNESCO (pages will vary)**

Meskell, Lynn

2018 *A Future in Ruins: UNESCO, World Heritage, and the Dream of Peace.* Oxford University Press. [**Chapters will be divided among students]**

**Q2-S5: Heritage Policy (21pp)**

McManamon, Francis P.

2018 Developments in American Archaeology: Fifty Years of the National Historic Preservation Act. *Annual Review of Anthropology* 47: 553-574.

Harmon, David, Francis P. McManamon and Dwight T. Pitcaithley

2006 “The Antiquities Act: The First Hundred Years of a Landmark Law.” In: *The Antiquities Act: A Century of American Archaeology, Historic Preservation, and Nature Conservation,* David Harmon, Francis P. McManamon, and Dwight T. Pitcaithley, eds. University of Arizona Press, pp. 5-23. [**OPTIONAL BUT RECOMMENDED**]

**Q2-S6: Heritage Tourism (55pp)**

Hazbun, Waleed

2008 *Beaches, Ruins, Resorts: The Politics of Tourism in the Arab World*. University of Minnesota Press. [**only Chapter 4: “The Territorial Politics of Tourism in Jordan, pp. 133-188 required**]

**Q2-S7: Heritage Diplomacy (c. 30pp)**

Lähdesmäki, Tuuli and Viktorija L.A. Čeginskas

2022 Conceptualisation of heritage diplomacy in scholarship. *International Journal of Heritage Studies* 28(5): 635-650.

Winter, Tim

2016 Heritage diplomacy along the One Belt One Road. *International Institute for Asian Studies Newsletter* 74. <https://www.iias.asia/the-newsletter/article/heritage-diplomacy-along-one-belt-one-road>

**Q3-S1: Political Economy of Fieldwork (26pp)**

Carman, John

2006 “Digging the Dirt: Excavation as a Social Practice.” In: *Ethnographies of Archaeological Practice: Cultural Encounters, Material Transformations*, Matt Edgeworth, ed. AltaMira Press, pp. 95-102.

Patterson, Tomas C.

1999 The Political Economy of Archaeology in the United States*. Annual Review of Anthropology* 28: 155-174.

**Q3-S2: Colonialism (c. 25pp)**

Abbott, Alison

2020 Confronting the Colonial Legacies of Museum Collections. *SAPIENS* <https://www.sapiens.org/culture/museum-restitution/>

Moro-Abadía, Oscar

2016 The History of Archaeology as a ‘Colonial Discourse’*. Bulletin of the History of Archaeology* 16(2): 4-17. <https://www.archaeologybulletin.org/articles/abstract/10.5334/bha.16202/>

**Q3-S3: Repatriation (29pp)**

Colwell, Chip

2017 Plundered Skulls and Stolen Spirits: Inside the Fight to Reclaim Native America’s Culture. The University of Chicago Press. [**only Introduction required, pp. 1-9**]

Watkins, Joe

2004 Becoming American or becoming Indian?: NAGPRA, Kennewick and cultural affiliation. *Journal of Social Archaeology* 4(1): 60-80.

Kakaliouras, Ann M.

2019 The repatriation of the Palaeoamericans: Kennewick Man/the Ancient One and the end of a non-Indian ancient North America. *BJHS Themes* 4: 79-98. [**OPTIONAL BUT RECOMMENDED**]

Preucel, Robert W.

2011 An archaeology of NAGPRA: Conversations with Suzan Shown Harjo. *Journal of Social Archaeology* 11(2):130-143. [**OPTIONAL BUT RECOMMENDED**]

**Q3-S4: War (17pp)**

Mourad, Tamima O.

2007 “An Ethical Archaeology in the Near East: Confronting Empire, War and Colonialism.” In: *Archaeology and Capitalism: From Ethics to Politics*, Yannis Hamilakis and Philip Duke, eds. Routledge, pp. 151-168.

Mamo, Adnan Rashid et al.\*

2022 The impact of the Syrian conflict on archaeological sites in Al-Hasakah province. *Journal of Archaeological Science: Reports* 43, 103486. <https://doi.org/10.1016/j.jasrep.2022.103486> [**OPTIONAL BUT RECOMMENDED**]

**Q3-S5: Ethics (pages will vary)**

The SAA Archaeological Record Special Issue 21(2)

2021 “[Ethics Should Concern Everyone: Soliciting Membership Feedback](http://onlinedigeditions.com/publication/?m=16146&i=700116&view=contentsBrowser&ver=html5)” [**Articles will be divided among students]**

Society For American Archaeology

2016 Principles of Archaeological Ethics. <https://www.saa.org/career-practice/ethics-in-professional-archaeology>

**Q3-S6: Labor (13pp)**

Berggren, Åsa and Ian Hodder

2003 Social Practice, Method, and Some Problems of Field Archaeology. *American Antiquity* 68(3): 421-434.

Leighton, Mary

2020 Myths of Meritocracy, Friendship, and Fun Work: Class and Gender in North American Academic Communities. *American Anthropologist* 122(3): 444-458. <https://doi.org/10.1111/aman.13455>. [**OPTIONAL BUT HIGHLY RECOMMENDED**]

Paynter, Robert

1983 Field or Factory? Concerning the Degradation of Archaeological Labor. In: *The Socio-Politics of Archaeology*, Joan M. Gero, David M. Lacy, and Michael L. Blakey, eds. University of Massachusetts Amherst Research Reports, pp. 17-29. [**OPTIONAL BUT HIGHLY RECOMMENDED**]

**Q3-S7: Activism (c. 25pp)**

Mickell, Allison and Kyle Olson

2021 Archaeologists Should Be Activists Too. *SAPIENS* <https://www.sapiens.org/archaeology/archaeology-activists/>

Flewellen, Ayana Omilade, Justin P. Dunnavant, Alicia Odewale, Alexandra Jones, Tsione Wolde-Michael, Zoë Crossland and Maria Franklin

2021 “The Future of Archaeology Is Antiracist”: Archaeology in the Time of Black Lives Matter. *American Antiquity* 86(2): 224-243.

**6. Policies and Procedures**

*Email:* I will respond to student emails during specified time blocks distributed throughout my weekly schedule, to be determined and communicated to you. Please note three things: (1) I have 195 students across three courses this semester, (2) I receive a high volume of emails every day, and (3) that I do not check my email on weekends or on weekday evenings as a matter of principle. No judgment from me if it’s your style to correspond outside of these hours, but I maintain a strict 9-to-5, which is what allows me to bring my best self to teaching, both in and out of the classroom. Accordingly, please be patient with me as I do my best to respond in a timely manner.

*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. 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, faculty, staff, and community members 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 as soon as possible.