

SYLLABUS**Anthropology 111: EXTINCTION****SR: M W 2:15 pm - 3:35 pm, <https://rutgers.zoom.us/j/93031276189>****Passcode: Cuvier****AR: <https://canvas.rutgers.edu/>****HOW THIS SYLLABUS IS ORGANIZED**

The syllabus is meant to be a complete document and *everything* in the syllabus is important. The *most important* things come first. The syllabus also contains links to more detailed descriptions like this one, <http://academicintegrity.rutgers.edu/> on academic integrity which is very important.

Course web site: https://canvas.rutgers.edu/

Sections 01-06 of this course are Synchronous Remote (SR). Sections 07-09 are Asynchronous Remote (AR). Consult your course schedule to confirm your section.

Are you AR or SR? ___AR ___SR (Check one.)

Professors:

Dr. David Hughes Drop-in Hours: Monday 10 am to Noon Zoom: https://rutgers.zoom.us/j/92738375899	Dr. Rob Scott Drop-in Hours: Monday 10 am to Noon Zoom: https://rutgers.zoom.us/j/92738375899 Twitter: @RobScottAnthro
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Teaching Assistants:

Liz Ballare Sections: 01,02, & 06 Drop-in Hours: Wednesday 11 am to noon Zoom: https://rutgers.zoom.us/j/92522668271 Email: Please contact me through the Canvas messaging system (see Emailing Us Through Canvas section for more details) Twitter: @217Fern	Monica Hernandez Sections: 03, 04, & 05 Drop-in Hours: Thursday 11 am to noon Zoom: https://rutgers.zoom.us/meeting/8968736318 Email: Please contact me through the Canvas messaging system (see Emailing Us Through Canvas section for more details) Twitter: @moniquirah	Anissa Speakman All AR Sections: (07, 08, & 09) Drop-in Hours: Wednesdays 9 am to 10 am Bookable Calendar: https://doodle.com/mm/anissas/book-a-time Zoom: https://rutgers.zoom.us/j/93233385095 Email: Please contact me through the Canvas messaging system (see Emailing Us Through Canvas section for more details) Twitter: @AnissaSpeaks
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BOX 1Core Curriculum Learning Goals Met by this Course

CCD: Diversities and Social Inequalities

- ✓ **Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections.**

NS: Natural Sciences

- ✓ **Understand and apply basic principles and concepts in the physical or biological sciences.**

CCO: Our Common Future

- ✓ **Analyze a contemporary global issue from a multi-disciplinary perspective.**

TECHNOLOGY REQUIREMENTS

You will need a computer with a webcam and microphone and an internet connection for class.

Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance.

FINANCIAL HARDSHIP

If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

REQUIRED TEXTS AND MATERIALS

Three books are required. They are:

1. *The Sixth Extinction: An Unnatural History* by Elizabeth Kolbert, ISBN: 978-1250062185 (\$1 new)
2. *“Exterminate all the Brutes”: One Man’s Odyssey into the Heart of Darkness and the Origins of European Genocide* by Sven Lindqvist, ISBN: 978-1565843592 (\$16.50 new)
3. *A Planet to Win: Why We Need a Green New Deal* by Kate Aronoff et al., ISBN: 978-1788738316 (\$19.95 new)

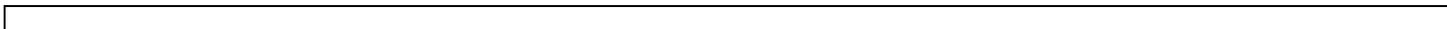
A **notebook** (\$0.59 new) is required for class. You will need this to take notes in during lecture.

Various required readings and materials are provided via the Rutgers Canvas portal (<https://canvas.rutgers.edu/>) in Modules as pdf documents or as links.

Texts, Materials, and Course Fees Affordability Statement

This course adheres to a texts and materials affordability policy. Accordingly, the cost of all texts plus other necessary or required materials and any required course fees will not exceed \$100 at new prices

The total texts, materials, and course fees budget for this course is \$55.04.



CATALOG DESCRIPTION

This course takes a multi-perspective, interdisciplinary approach to understanding the reality and idea of the extinction process. The specific focus is a critical examination of extinction as a contemporary challenge. Topics include extinctions of fossil hominins; extinctions of cultures, religions and ethnic groups; language endangerment and death; extinctions of other organisms caused by humans; and the imagined extinction of our own species.

COURSE STRUCTURE AND ORGANIZATION

This course is organized chronologically. What this means is we begin at the beginning and end by thinking about the future. This is a simple way to structure the course and you might think of it as scaffolding upon which we hang our criticism.

What do we mean by criticism? By criticism, we mean asking interesting, useful, and important questions and making judgments or deciding how we might make judgments about these questions. We will ask similar sorts of questions about extinction as we move chronologically through the course. These include descriptive, causal, semantic, ethical, and political questions.

Don't be fooled by the title. The course is called "Extinction" and is broadly about things dying out and coming to an end. However, we can't study the end of something unless we know about that thing. The woolly mammoth went extinct. That won't be very meaningful unless you know what a woolly mammoth was, what its world was like, and how it came to be. This means that sometimes the course won't seem to be about extinction because we will be talking about what things were like before they went extinct.

You might have noticed the phrase "broadly about things dying out" and have wondered about the word "broadly." What we mean by "broadly" is that the things that go extinct in this course are often pretty different and sometimes scholars don't even think extinction is the right word. Furthermore, sometimes we focus on the extinction itself, sometimes we think mostly about its consequences, and other times we focus on what humans might do to avert or deal with an extinction. One factor that unites what we will be talking about is the notion that all the things that we think of as going extinct are in some way information -- extinction might be seen as a loss of information.

Our plan for the course is that you will learn things that satisfy the learning goals identified on page one of the syllabus. These goals come from the Rutgers SAS Core Curriculum and just the ones that apply to this course appear on page one exactly as they are officially articulated.

QUESTIONS ASKED, JUDGMENTS MADE

Anthropology has been described as the most humanistic of the sciences and scientific of the humanities and there can be real differences between the approaches of cultural and evolutionary anthropologists. One commonality is that we all ask questions about how some kind of judgment or decision might be made. What this means is that we will be asking questions in this course. Our favorite sentences include: "What is your question?" and "The observation is...." These are really prerequisites for some kind of decision.

Previously, five kinds of questions were mentioned. These are: **descriptive, causal, semantic, ethical, and political** questions. Below are descriptions and examples of these kinds of questions as they pertain to this course.

Descriptive questions: Good description is critical in the social and natural sciences. We will ask descriptive questions like: "What went extinct? How many went extinct? What was the world like before and after an extinction event?"

Causal questions: Understanding the causes of extinction or the cause of things surviving will be of interest. We ask causal questions like: "Why did the woolly mammoth go extinct? Why did some species survive a mass extinction? What are the usual causes of mass extinctions?"

Semantic questions: We will ask questions about meaning (meaning = semantic). As humans, we are fundamentally interested in meaning. We will ask questions like: "What does it mean to people when a language dies? What does it mean to people if the polar bear goes extinct? What would it mean if humans went extinct?" Sometimes the questions will be very humanistic and sometimes they will be more scientific. For example: "What does cultural change mean to people?" and "What does a mass extinction mean for surviving species?"

Ethical questions: What principle should guide us as we respond to extinctions or possible extinctions? Why should we care? What should we care about? How does the threat itself of extinction empower some individuals, organizations, or states over others?

Political questions: We will ask only a fairly narrow set of political questions but these are particularly important. They are in many ways extensions of the ethical questions from the individual level to the collective level. What is the role of governments and non-governmental bodies with respect to collective action concerning extinctions?

DETAILED COURSE DESCRIPTION

Extinction refers to the irreversible end of an entire category or class of being. We usually view extinction as something to be avoided. In a benevolent world, it would never happen. Consider the myth of the Garden of Eden: God creates everything except the possibility that parts of that Creation would die out. Societies influenced by the Old Testament –and many others as well – were slow to appreciate past and ongoing extinctions.

Two aspects of European modernity have made extinction normal and, in some quarters, even desirable. First, from 1492, onwards, the conquest of the Americas extinguished entire ethnolinguistic groups of indigenous people. This "Great Dying" proved the value of genocide as a method of frontier expansion, economic warfare, and white or Christian supremacy. Second, in the 19th century, Charles Darwin's theory of evolution both debunked the Eden myth and justified extinction as normal and natural. Species evolve, after all, by replacing out their ancestors. And what applies to non-human animals applies – or is made to apply – to humans well. Surely against his intentions, Darwin has underwritten many a contemporary genocide. So this is where we are: what was previously abominable and unthinkable has become a way of the world.

This course reviews that trajectory and the countervailing efforts to prevent extinctions of various kinds. We will consider prehistorical extinction events. We will review genocide and language death. We will assess ways in which industrial practices threaten human and non-human life: the climate crisis, nuclear pollution, and more extravagant possibilities related to artificial intelligence. Finally, as we all now know, Covid-19 and other pandemics pose a species-wide threat as well.

The notion of extinction has generated precisely that concept of humans as a species. In that total framework we imagine awesome possibilities from the eradication of disease to the eradication of breathable air. This course will prepare you to recognize, challenge, and advance arguments about humanity, the biosphere, and the Earth.

Humans are unique in being aware not only of their own inevitable individual deaths but also the possible death of their own culture and way of life and their possible collective extinction as a species. Although the total demise of humans has been a central conception in many religions, it was not until the 19th century that extinction came to be understood as a secular event in the West. With the development of evolutionary and social scientific theories, discoveries of lost species—such as the woolly mammoth—and of societies—such as the Maya—were increasingly understood as the result of natural and cultural processes, not supernatural intervention. The concept of mass extinctions—such as the end of the dinosaurs—caused by catastrophic extraterrestrial impacts entered the popular imagination. These scientific understandings combined with the spread of industrial capitalism, population growth, and innovations in science and technology have given rise to new concerns about human extinction and anthropogenic causes of non-human extinction. The emergent 21st century discourse on the process of extinction has come to be marked by fear and concern over nuclear

annihilation, bioterrorism, environmental degradation and habitat destruction, catastrophic climate change, widespread famine, newly drug resistant or revenant plagues, growing political violence, and genocides.

Heated debates rage over the causes and consequences of these possible extinction threats. Some thinkers predict the end of all life while others argue that worries about extinction are unfounded, that what we are witnessing today is no different than what has occurred in the past. How do we make sense out of such differing perspectives? How do we assess current and future extinction threats? How do current and imminent extinctions compare to those of the past? What role do natural, anthropogenic, and cultural processes play in the extinction of human groups and other species? How might extinctions be averted? How do species and cultural extinctions shape cultural identities and practices? How do different human groups construct cultural meanings and practices in response to threats to survival and radical loss? How do extinction experiences influence moral ideas about animal and human rights? What does it mean to be a species that can imagine its own demise, understand its role in the demise of another, or contemplate the end of all life?

GRADING AND ASSESSMENT**BOX 2**Assignment of Grades

Grades will be calculated based on the following:

<u>Assignment, Exercise, or Exam</u>	<u>Percent of Final Grade</u>
Midterm Exam (open note, short answers and long answer)	~20%
Final Exam (open note, long essay)	~20%
Post-Lecture Quizzes or Discussion on Canvas	~10%
Term Paper Proposal	~3%
Annotated Bibliography	~8%
Term Paper Rough Draft	~4%
Term Paper Final Draft	~15%
Recitation Section Attendance (SR) / <u>VoiceThread Participation (AR)*</u>	~10%
<u>Recitation Section Participation / VoiceThread Engagement</u>	~10%
TOTAL	100%*

***Point Deductions**

Points will be deducted from your average due to missed class on the following basis:

- Your regular and timely class attendance is expected.
- For every missed Recitation Section (SR) or VoiceThread Participation (AR) without a valid excuse reported using the Absence Reporting System: <https://sims.rutgers.edu/ssra/>, you will lose 2 points. If you have more than 2 unexcused absences you should see the Dean of Students. Late arrival or early departure (SR) without prior permission from your TA is considered an unexcused absence.

Students are often interested in the questions “How will my grade be assigned?” and “What will be on the test?” The answer to both of these questions relates to Rutgers SAS Core Curriculum Learning Goals fulfilled by this course. Your grade will be higher if course assignments show your achievement of Core Curriculum Learning Goals is higher. All exam questions and writing assignments are explicitly tied to one or more learning goals.

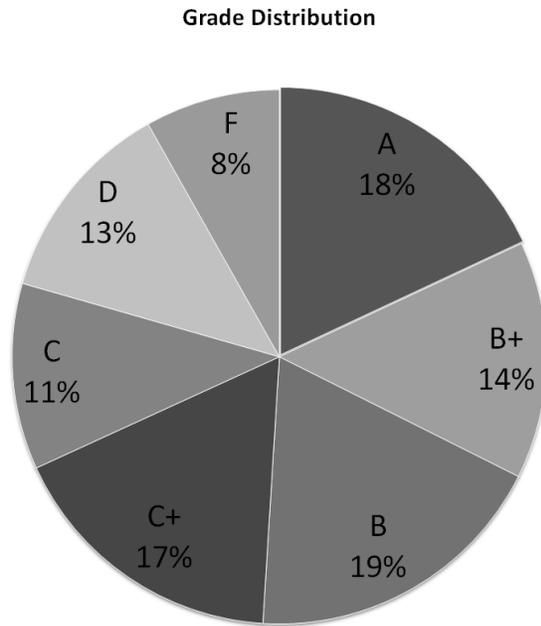
Final grades are assigned at or just slightly below the standard Rutgers cut-offs (90%, 85%, 80%, 75%, 70% and 60%). There is no “curve” or “rounding-up.” Requests for higher grades after grades have been assigned are denied except in the case of genuine errors in assigning of grades.

In some cases, students may have cause to quibble about issues and some random noise creeps into grades. These issues are dealt with and remedied on a course-wide basis.

The pie chart at the right is the final distribution of grades in this course previously. The 8% of students who received Fs were nearly universally students who simply did not turn in work, come to exams, take quizzes, or show up to recitation. It is very easy to avoid falling in that 8%.

Two other important points can be drawn from this data:

1. More than half of the class will likely earn a B or better.
2. Of those who 'show up' – more than one in five will likely earn an A.



BOX 3

Assessment of Core Curriculum Learning Goals Met by this Course

Learning Goals can be assessed because writing assignments and exam questions are linked and built around at least one learning goal. The overall degree to which this course achieves the core curriculum learning goals will be determined using evaluative rubrics applied to the final writing assignment.

Sub-samples of students will be evaluated for each learning goal with **rubrics** for the Term Paper.

GRADED COURSE WORK

Exams

There will be two exams, a Midterm and Final, which will assess your substantive knowledge of the class material including lectures (both inside and outside of class) and readings. To pass the course both exams must be taken.

Exams will be open book and open note. Students will have 48 hours to complete the Midterm and 72 hours to complete the Final.

The Midterm Exam will be composed of short answer questions (2 to 3 sentence answers required)..

The Final Exam will be a long essay or series of short answers with clear directions on what must be included.

Term Paper

There will be a term paper which will be completed in five steps. These steps will be a Proposal, Annotated Bibliography, Rough Draft, and Final Paper. The maximum length will be **8 pages (12 point, Times New Roman font, 1 inch margins, 1.5 line spacing)**. The Term Paper Module on Canvas provides all of the details and instructions for this assignment.

DO NOT PLAGIARIZE. Turn-It-In is used in this course and identifies cases of suspected plagiarism which will be investigated. ***The University [Academic Integrity Policy](#) will be enforced.***

Again, all details on the Term Paper are available on Canvas: <https://canvas.rutgers.edu/>.

Recitation Section Participation

Active participation in either weekly 55 minute recitation sections or weekly asynchronous remote activities (like VoiceThread), supervised by teaching assistants, is **mandatory**. Your participation grade will be based on your **active** and **informed** participation in synchronous class discussion and activity or asynchronous remote activities. Attendance will be recorded in synchronous remote recitation sections.

Post-Lecture Quizzes

You will only succeed in this course if you come to lecture and recitation, pay attention and participate in class, and prepare for class. Short quizzes will be given at the close of each lecture on Canvas for SR students and weekly comment on lecture will be required of AR students.

ABOUT EMAILING US (USING CANVAS)

We want to interact with you in real time and face-to-face (even if that is limited to virtual interaction right now) whenever humanly possible and we urge you all to visit us during Zoom drop-in hours. If you wish to ask about your grade, what it is or how to improve it or to ask us how to study, these issues are best discussed in person. If you cannot make it during regular drop-in hours, please email to make an appointment to talk to us. In your message, please include specific days and times that work for your schedule that we can choose from.

You do not need to explain why you'd like to make an appointment. Whatever it is, it's why we will meet!

You do not need to email us to let us know you're coming to drop-in hours. Although some professors might instruct otherwise, you don't need to email to let us know you are going to miss a class. If you do miss a class and you want to discuss the material you missed, you should come to drop-in hours. Assignments should be submitted on Canvas and not as email attachments.

When you have questions, please check the syllabus first. If you can't find the answer on the syllabus, ask us during drop-in hours or email telling us exactly what you did find on the syllabus related to your question before posing your question.

*If you email us, **use the Canvas email system**. You access that system via Inbox in Canvas. The Inbox is on the left below Courses. You select the course and we ask you choose "All in Teachers" as the recipient. This course is a two-headed dragon and we want your message to reach both of us.*

– Prof. Scott & Prof Hughes

COURSE POLICIES

Academic Integrity

All students must strictly adhere to the Rutgers Academic Integrity Policy, which identifies and defines violations including cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. Full definitions of each of these violations, as well as the consequences of violating the Academic Integrity Policy, are available as part of the student handbook. For details see: <http://academicintegrity.rutgers.edu/>. ***You are responsible for knowing what constitutes plagiarism and academic dishonesty.***

All students will need to sign the Rutgers Honor Pledge on every major exam, assignment, or other assessment as follows:

_____ “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment, paper, quiz, etc.).”

Rieger’s Rule

Sometimes things happen in our lives that get in the way of class. They can be things like a death in the family or some other tragedy or perhaps just finding yourself completely overwhelmed. As an undergraduate student, one of us once asked an academic Dean to write a note to excuse them from an exam - they were getting sick and were really stressed out. She denied the request. But, very kindly, at the end of the meeting she announced “As far as I am concerned every student is allowed to sleep through one exam.” The message was that if at the end of the day you needed to miss the exam that was ok. This seems like something that won’t cause any harm. Thus, in this class, each student is allowed invoke Dean Rieger’s rule one time. This means one free extension on a deadline related an assignment or exam will be granted if you ask for it. Please let us know in a timely fashion if you need to use this accommodation (use the Canvas Inbox and “All in Teachers”). You don’t need to give us a specific reason (just say I need to sleep through this exam or I need to use Rieger’s rule). A timely make-up or new due date will have to be arranged. Ideally, it is best not to have to take advantage of this policy, so please, only use this option if it is something you truly need.

Unusual and Extenuating Circumstances (aka “please consult a Dean of Students”)

Some students may encounter some form of unusual or extenuating circumstances that may affect them as students and using Rieger’s rule may not be enough. The course policy is to help and accommodate such circumstances as appropriate. However, we do not have sufficient qualifications or time to investigate and adjudicate such circumstances. Therefore, in all cases, when **unusual and extenuating circumstances** occur students are strongly encouraged to see a Dean of Students. A Dean of Students may suggest in writing any accommodations that might be appropriate and these may or may not be offered. With respect to **unusual and extenuating circumstances**, a key principle that will guide resolution is how early the student sought help from a Dean of Students. Thus, as soon as possible after an extreme issue arises, please consult a Dean of Students. That process can be initiated here: <http://deanofstudents.rutgers.edu/contact-us/> .

What are unusual and extenuating circumstances? These include things like:

- major disturbances caused by a death in the family or a similar loss
- chronic health problems
- extreme emotional or psychological distress
- mandatory court appearances
- the loss of home or means of support

Attendance

SR: You are required to attend all class meetings (lecture and recitation). In synchronous recitations – and for the sake of a full discussion among students - you must appear on video (use of artificial background is fine). Please let us know if your equipment or web connection are insufficient to appear on video. If you expect to miss one or two lectures or one recitation section, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to us. **Do not email us about absences outside of this system.** If you expect to miss more than two lectures or more than one recitation section, you must see the Dean of Students who will verify any special

circumstances. If you have reported two or more absences and expect another, use the Absence Reporting System and also make an appointment with the Dean of Students. This class operates according to the **notify and document principle**. What this means is that you must **notify** the appropriate person or persons (professor and/or teaching assistant) of any circumstance which could require some special permission. In the case of absences, notification must be via the University-wide Absence Reporting System (<https://sims.rutgers.edu/ssra/>) prior to the absence and **documentation** must be available if requested after the absence. Please note that notification of the absence must be **prior to the absence and retroactive notifications are not acceptable. Without notification (before) and documentation (after), a quiz or missed recitation section will not be excused.**

AR: If you are an AR student, it does NOT mean that there are no deadlines. Your week will be organized to begin and end on Thursday at 5 pm. You will need to take Reading Quizzes, Lecture Quizzes., and participate in VoiceThreads. Watch the Asynchronous Remote Video of Canvas for more detail. Be sure to communicate with your TA (Anissa Speakman) about difficulties and if these last more than one week please make an appointment with the Dean of Students.

Late Work

Papers are due electronically on Canvas. No late papers will be accepted except under very unusual circumstances or in the case of a student invoking Rieger's rule. The occurrence of such unusual circumstances must be brought to the attention of both Professors Scott and Hughes and your TA within **48 hours** of the missed deadline (email us both). If lateness of work also involves absence from class you must also use the Absence Reporting System (<https://sims.rutgers.edu/ssra/>). Although submission of writing assignments may be allowed by the Canvas system after the deadline, this does not mean late submissions will be graded. You are responsible for confirming all electronic submissions on Canvas. Course policy with respect to religious holidays and missed or late work (including papers and quizzes) conforms with Rutgers' policy (see <http://scheduling.rutgers.edu/religious.shtml>).

Lateness

Please come to class on time.

Exams

No make-up exams will be given except under very unusual circumstances and with a valid excuse or in the case of a student invoking Rieger's rule. Contact us (your TA, Prof. Scott, and Prof. Hughes) by Canvas Inbox email within 48 hours of any missed exam.

Courtesy

You are expected to act with courtesy in lecture and recitation. Treat all synchronous aspects of the course as equivalent to a classroom. In that spirit, please observe the following practices:

- Appear on video in recitation sections (use of artificial background is fine). Please let us know if your equipment or web connection are insufficient to appear on video.
 - Turn off your cell phone and close all competing applications (Facebook, social media, music, etc.).
- Address Prof. Scott as "Professor Scott or Dr. Scott" (not as "Professor"). Ditto for Professor Hughes. Address guest lecturers by the appropriate **title** and name. (Watch the explanation for this practice in our course introduction video)
- Learn your TA's name and address them accordingly
- Behave respectfully and politely to instructors and other students
- No Facebooking or other social media
- Be prepared to discuss
- Do not record lectures or recitations

Religious Holidays

The University attendance and religious holiday policy can be found at <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

An interfaith calendar can be found at <http://www.interfaith-calendar.org/2020.htm>

Disability Services and Accommodation

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Support for Undocumented Students: <http://deanofstudents.rutgers.edu/student-advocacy/information-support-undocumented-students/>

Support for International Students Impacted by Executive Order:

<http://deanofstudents.rutgers.edu/student-advocacy/support-for-international-students/>

Student-Wellness Services

All of these services are being provided remotely during Fall 2020.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/

<http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

Crisis Intervention : <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Lecture and Reading Schedule

Date	#	Day of the Week	Lead Lecturer	Lecture	Reading Assignments	Recitation Week	In Recitation / Items Due
2-Sept	1	Wed	Scott/Hughes	Anthropological perspectives and contemporary challenges	"The Extinction Tales" by T. C. Boyle "A Faustian bargain" by Gregory Petsko "Prologue" and "Ch. 1: The Sixth Extinction" in "The Sixth Extinction"	0.	no recitation section meeting
8-Sep	2	Tues	Scott/Hughes	What is extinction?	"How Cultural Anthropologists Redefined Humanity" by Louis Menand "Ch. 2: The Mastodon's Molars" in "The Sixth Extinction" "The Endling: Watching Species Vanish in Real Time" by B. Goldfarb "Asymmetrical warfare" by S. R. Algernon	1.	introductions bring an extinction story for active discussion discuss the role of University in society
9-Sep	3	Wed	Scott	The origin of life; Genes and information; evolutionary theory	"Almost All Species Are Extinct" in "Extinction: Bad Genes or Bad Luck?" by David Raup "Ch. 3: The Original Penguin" in "The Sixth Extinction"		
14-Sep	4	Mon	Scott	Geologic time; The tree of life (and its history)	"Gambler's Ruin and Other Problems" in "Extinction: Bad Genes or Bad Luck?" by David Raup Ch. 4: The Luck of the Ammonites" in "The Sixth Extinction"	2(Week 3)	term paper proposal due Monday Sept 14 at 10 pm discuss term paper ideas review library resources
16-Sep	5	Wed	Scott	Major Transitions	"Ch. 5: Welcome to the Anthropocene" in "The Sixth Extinction"		
21-Sep	6	Mon	Scott	Mass Extinctions	"Extraterrestrial Cause for the Cretaceous-Tertiary Extinction" by Luis Alvarez et al.	3.	discuss "Sixth Extinction" how to read a scientific paper

					"Ch. 6: The Sea Around Us" in "The Sixth Extinction"		
23-Sep	7	Wed	Scott	Mass Extinctions	"Ch. 7: Dropping Acid" and "Ch. 8: The Forest and the Trees" in "The Sixth Extinction"		
28-Sep	8	Mon	Scott	The "bushy" hominin family tree; extinction in human evolution; the turnover-pulse hypothesis	"Ch. 9: Islands on Dry Land" and Ch. 10: The New Pangaea" in "The Sixth Extinction" "Are We Not Men?" by Henry Gee in <i>Futures from Nature</i>	4.	discussion of Neanderthal extinction ideas annotated bibliography due Friday Oct 2 at NOON
Sept-30	9	Wed	Scott	Neanderthals and anatomically modern humans	"Ch. 11: The Rhino Gets an Ultrasound", "Ch. 12: The Madness Gene", and "Ch. 13: The Thing with Feathers" in "The Sixth Extinction"		
5-Oct	10	Mon	Scott	End Pleistocene Extinction	"The uncertain case for human-driven extinctions prior to <i>Homo sapiens</i> " by Tyler Faith et al. "Flood vs. Overgrill: aDNA sheds light on the demise of the Unicorn (<i>Unicornis bibilico</i>)" by Isaiah bin Amoz, Pliny T. Elder, and Henry Potter in Beer'N'Bones 6.1	5.	discussion of different restoration ideas and their supporting narratives
7-Oct	11	Wed	Hughes	The History of Wilderness	"Ch. 9: Amazonia" and "Ch. 10: The artificial wilderness" in "1491: New Revelations of the Americas Before Columbus" by Charles Mann		Anthropogenic nature
12-Oct	12	Mon	Scott	Sixth Extinction	"Which species will live?" by Michelle Nijhuis "Biodiversity loss and its impact on humanity" by Bradley Cardinale et al. "A Modest Proposal for the Perfection of Nature" by Vonda N. McIntyre in <i>Futures from Nature</i>	6.	Perhaps do a post midterm exam review?

14-Oct	13	Wed	Scott	The Lemurs of Madagascar	<p>“Not by science alone: why orangutan conservationists must think outside the box” by Erik Meijaard et al.</p> <p>“Daddy’s slight miscalculation” by A. Pellegrino</p>		
19-Oct	14	Mon	Hughes	Genocide – the Intent	Preface, Part III, and Part IV of <i>“Exterminate all the Brutes”</i> : <i>One Man’s Odyssey into the Heart of Darkness and the Origins of European Genocide</i> by Sven Lindqvist	7.	Origins of European racism
21-Oct	15	Wed	Hughes	Genocide - Contemporary	“Opening” in “The Other Side of Eden” by Hugh Brody		
26-Oct	16	Mon	Hughes	The Fragility of Cultures	“Time” in “The Other Side of Eden” by Hugh Brody	8.	How agriculture displaces foragers rough draft of term paper due Friday Oct 30 at NOON
28-Oct	17	Wed	Hughes	Language Death	<p>“Words” in “The Other Side of Eden” by Hugh Brody</p> <p>All Is Not Lost” by Scott Westerfeld in <i>Futures from Nature</i></p> <p>“Words, Words, Words” by Elisabeth Malarte in <i>Futures from Nature</i></p>		
2-Nov	18	Mon	Scott	Evolutionary and anthropological insights into emerging diseases	<p>Watch “Chickenpox vs the Measles” video by Olivia Boss and Rob Scott</p> <p>“A Kiss Isn’t Just A Kiss” by Steve Carper in <i>Futures from Nature</i></p> <p>“Evolution of virulence, environmental change, and the threat posed by emerging and chronic diseases” by Paul Ewald</p> <p>“Why does drug resistance readily evolve but vaccine resistance does not?” by D.A. Kennedy and A.F. Read</p> <p>“The Ecology of Poverty: Nutrition, Parasites, and Vulnerability to</p>	9.	<p>peer review of term paper rough draft</p> <p>peer needs to summarize paper</p>

					HIV/AIDS” by Eileen Stillwaggon		Columbian exchange and depopulation of the Americas
4-Nov	19	Wed	Hughes	The Great Dying	“Ch 2: Why Billington survived” in “1491” by Charles Mann “Ch 5: The triangle of doom,” in “The Monster at our Door” by Mike Davis		Zoonosis and pandemics
9-Nov	20	Mon	Scott	Pandemic 2020	Rough cut of 1918 flu video by O. Boss and R. Scott “A (Bioanthropological View of the COVID-19 Era” by A. Fuentes “Ebola Through a Glass, Darkly” by A. Goguen and C. Bolten “How the Pandemic Defeated America” by E. Yong	10.	revised rough draft of term paper may be submitted by Friday Nov 13 at NOON
11-Nov	21	Wed	Scott	Climate Science	“Climate Change: Are We on the Brink of Pronounced Global Warming” by W.S. Broecker		
16-Nov	22	Mon	Hughes	The Anthropocene	“Perceptions of Climate Change: The New Climate Dice” by James Hansen et al.	11.	Rough draft comments returned by Wednesday Nov 25
18-Nov	23	Wed	Hughes	Climate Justice - Adaptation	“A Planet to Win: Why We Need a Green New Deal” by K. Aronoff et al.		The return of catastrophism
23-Nov	24	Mon	Hughes	Climate Justice - Mitigation	“A Planet to Win: Why We Need a Green New Deal” by K. Aronoff et al.	0.	no recitation; Thanksgiving break A just transition away from fossil fuels
25-Nov	No Class	Wed		No Class (Friday classes meet on Wednesdays)			
30-Nov	25	Mon	Hughes	Conservation and People	“Half-Earth” by E.O. Wilson “Why E O Wilson is wrong about how to save the Earth” by B. Buscher and R Fletcher “When Last I Saw the Stars” by J. Hecht	12.	discuss climate justice

2-Dec	26	Wed	Hughes	The Perfect Sink	<p>“Life Underground”, “Atomic Times in the Pacific,” “I Saw the Ash Fall on Him,” and “Nuclear Payouts”, all in <i>Anthropology Now: Atomic Issue</i></p> <p>“Thank you Vasili Arkhipov, the man who stopped nuclear war” by E. Wilson</p> <p>“The Russell-Einstein Manifesto” by Bertrand Russell and Albert Einstein</p> <p>Excerpts from “<i>Expert Judgement on Markers to Deter Inadvertent Human Intrusion into the Waste Isolation Pilot Plant</i>, Sandia National Laboratories report SAND92-1382 / UC-721”</p> <p>“Quality Control” by Marissa Lingen</p>		
7-Dec	27	Mon	Hughes	Brave New Worlds	<p>“A Life Of Its Own” by Michael Specter</p> <p>“EvoSoap” by Elizabeth Farnsworth, Aaron M. Ellison and Nicholas J. Gotelli in <i>Futures from Nature</i></p> <p>“GMO mosquitoes: how CRISPR and gene drives could help end malaria” by D. Matthews</p>	13.	<p>term paper due Friday Dec 11 at NOON</p> <p>The end of humanity?</p>
9-Dec	28	Wed	Scott/Hughes	Artificial Intelligence	<p>“Is artificial intelligence really an existential threat to humanity?” by E. M. Geist</p> <p>“The empty brain” by R. Epstein</p> <p>“The security implications of Nanotechnology” by M. Kosal</p> <p>“Your Application for Eternal Life Has Been Partially Approved” by J.W. Rogers</p> <p>“Should we be afraid of AI?” by L. Floridi</p> <p>“The Rise of Artificial Unintelligence” by I. Frazier</p>		

18- Dec	8 am to 11 am			FINAL EXAM		(check time at: https://finalexams.rutgers.edu/)
20- Dec	4 pm to 7 pm			MAKE-UP EXAM PERIOD		