

# The Anthropocene

## Quest 2

### I. Course Information

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Spring 2022

Meeting Day/Time: Tues 10:40 AM - 11:30 PM / Thurs 10:40 AM - 12:35 PM

Location: Tues Arch213 / Thurs CBD220

Primary General Education Designation: Social & Behavioral Sciences

Secondary General Education Designation (if seeking): International (N)

Writing Designation (if seeking): Writing Designation (WR) 4000 words

A minimum grade of C is required for general education.

### Instructor

Daniel Contreras – [daniel.contreras@ufl.edu](mailto:daniel.contreras@ufl.edu)

Office location: B346 Turlington Hall

Office hours: TBA (and by appointment)

Phone: (352) 294-6880

### Course Description

Our current moment in planetary history is one in which human activity is the dominant influence on Earth's ecosystems. Scientific consensus in the 21<sup>st</sup> century is that this period can and should be distinguished from what went before, terming it the Anthropocene. This course introduces the concept, and explores the ways in which the identification of the Anthropocene is a beginning rather than an end. Recognizing the Anthropocene brings into focus two pressing questions: what kind of Anthropocene would we like to live in, and how can we get there?

Addressing these questions requires understanding how we got where we are. This course, accordingly, has a strong focus on the ways in which the concept of the Anthropocene relies on archaeology: how we understand human impacts on our planet relies fundamentally on what we know about human-environment interactions in the past. We will consider how archaeology approaches interactions between human societies and their environments, covering the underlying theoretical issues, surveying the methodologies employed, and critically examining the narratives about past human-environment interactions that archaeologists and paleoecologists produce. Drawing on these conceptual tools, we will examine debates about the identification and meaning of the Anthropocene, its origins and antiquity, and the uses of the concept in the present.

The Anthropocene is – increasingly – everywhere: it serves as shorthand for the modern climate crisis, animates academic debates across various disciplines, and focuses environmental justice activism. Engagement with it is multidisciplinary, and in this course students will explore perspectives from

archaeology, anthropology, geology, ecology, and public policy. In addition to these multidisciplinary debates surrounding the Anthropocene, students will engage with key critiques of the concept itself. These include considerations of the global ethical and political implications of defining an Anthropocene: a global phenomenon that arises ultimately from individual and collaborative actions at much smaller scales poses questions of interconnectedness and responsibility.

This will be an exploration in four parts: 1) the importance of defining the Anthropocene, 2) the challenge of identifying the Anthropocene through specific evidence, 3) case studies in exploration of anthropogenic impacts on past environments, and 4) critiques of the Anthropocene and future directions. Our emphasis will be not so much on whether there is an Anthropocene and when, but on how we can tell and why we should try.

**This Class in the Quest 2 (Q2) Curriculum Fills Social and Behavioral Science (S) and International (N) Gen Ed Requirements and carries 4000 words towards the Writing (WR) requirement.**

### **Objectives of Quest 2 (Q2):**

Grounded in the modes of inquiry and analysis characteristic of the social and/or biophysical sciences, Quest 2 courses invite students to address pressing questions facing human society and the planet—questions that outstrip the boundaries of any one discipline and that represent the kind of open-ended, complex issues they will face as critical, creative, and thoughtful adults navigating a complex and interconnected world.

### **Objectives of Gen Ed Social and Behavioral Sciences (S) Classes:**

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

### **Objectives of Gen Ed International (N) Classes:**

The N designation is always used in conjunction with another program area. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

## Course Structure

This course meets twice each week, with a short session and a longer session. Short sessions will consist of a few introductory readings and presentation of the week's themes, followed by a long session focused on more in-depth readings on the same theme, a short additional presentation, and a seminar-style discussion. Each student will be asked to facilitate one or two long-session discussions (depending on enrollment, either for the class as a whole or for a breakout discussion group).

## Required & Recommended Course Materials (to purchase/rent)

Introductory text:

- Ellis, Erle C. *Anthropocene: a very short introduction*. Vol. 558. Oxford University Press, 2018.

Selection of readings available on Canvas, detailed below.

Recommended writing manual:

- Strunk Jr., William and White, E.B. *The Elements of Style. Fourth Edition*. Pearson, 1999.

Note: If you find Strunk & White overly tedious, or painfully prescriptive, you may enjoy:

- Prendergast, Catherine. "The fighting style: Reading the Unabomber's Strunk and White." *College English* 72.1 (2009): 10-28.
- Wallace, David Foster. "Tense present: Democracy, English, and the wars over usage." *Harper's Magazine* 302.1811 (2001): 39-58.

Materials and Supplies Fees: n/a

## II. Coursework & Schedule

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### 1. List of Graded Work

Assignment	Description	Requirements	Points
Brief written response 1	Where have you heard about the Anthropocene (if you have)? How would you define it?	250 words	2.5
Brief written response 2	NATL visit: Is NATL a natural landscape, a cultural one, or something in between? Describe the goals of a research program (what would you want to know?) that addresses this question. Finally, briefly outline the goals towards which you feel the NATL landscape should be managed	500 words	5
Brief written response 3	The Anthropocene is often presented as a trajectory, and the future assessed by considering the direction of that trajectory. This gives an air of inevitability to	500 words	5

	current trends. If instead we consider where we <i>want</i> the Anthropocene to go, that could drive policy changes. With that in mind, make a case for an optimistic Anthropocene. Without concerning yourself with how to get there, lay out a vision of an Anthropocene in which you'd like to live.		
1	Defining the Anthropocene. Based on the readings from Part I of the course, 1) present a working definition of the term "Anthropocene" and 2) explain how, given your definition, you believe the beginning of the Anthropocene should be determined.	1200 words	15
2	The Antiquity of the Anthropocene: Schematizing the arguments. Based on the readings from Parts I and II of the course, compile a table summarizing 1) the different dates proposed for the beginning of the Anthropocene, 2) the evidence marshaled for each proposed date, 3) the strong points of the argument for each date, 4) the weak points of the argument for each date, and 5) the kind of Anthropocene(s).	1000 words	15
3	Grappling with evidence. Using the archaeological settlement pattern data from the Palpa Valley in Peru (available as a .kml file that you can explore in Google Earth), 1) consider the changing size, distribution, and activities of the prehistoric population of the valley, and 2) with reference to specific changes and explicit assumptions about human impacts, explain when and if a "local Anthropocene" can be detected in the Palpa Valley.	1200 words	15
Final Paper	Considering the evidence that we have reviewed and taking into account at least two of the critiques of the Anthropocene that we have read, explain and justify 1) your preferred definition of the Anthropocene, 2) your preferred start date for the Anthropocene, and 3) whether and how the Anthropocene you define addresses critiques of the concept, including contested responsibilities tensions between global and local.	2000 words	25
Participation	Participation in and engagement with class discussion, as well as attendance and occasional brief written responses to readings.		10
Seminar Facilitation	Facilitation of one or two long-session classes, presenting readings and discussion questions.		7.5

## 2. Weekly Course Schedule

	Week	Activity	Topic/Assignment
Part 1: Defining the Anthropocene	Week 1 6 Jan	Topic	Introduction: What/why is the Anthropocene?
		Readings/Works	
		Assignment	Brief Written Response 1 (250 words)
	Week 2 11/13 Jan	Topic	Understanding the earth system / Diachronic perspective
		Readings/Works	<ul style="list-style-type: none"> <li>• Ellis 2018 <i>Anthropocene: A Very Short Introduction</i> (Oxford University Press, 2018, Ch.1-4</li> <li>• Lewis, Simon L, and Mark A Maslin 2015 Defining the Anthropocene. <i>Nature</i> 519(7542):171–180.</li> <li>• Waters, C. N., Zalasiewicz, J. A., et al. 2014 A stratigraphical basis for the Anthropocene. <i>Geological Society, London, Special Publications</i> 395, 1-21.</li> <li>• Meyer, Robinson 2018 Geology's Timekeepers Are Feuding. <i>The Atlantic</i>.</li> </ul>

	Week	Activity	Topic/Assignment
Part 1: Defining the Anthropocene	Week 3 18/20 Jan	Topic	Anthropogenic influence: Kinds, degrees, and ubiquity
		Readings/Works	<ul style="list-style-type: none"> <li>• Lewis-Kraus, Gideon. 2021 Early Civilizations Had It All Figured Out. <i>The New Yorker</i>, November 8.</li> <li>• Brannen, Peter 2019a The Anthropocene Is a Joke. <i>The Atlantic</i>, August 13. 2019b What Made Me Reconsider the Anthropocene. <i>The Atlantic</i>, October 11.</li> <li>• Wing, Scott L, et al. 2019 Letters: 'The Anthropocene Epoch Is Not Hubris.' <i>The Atlantic</i>.</li> <li>• Ruddiman, William F. 2013 The Anthropocene. <i>Annual Review of Earth and Planetary Sciences</i> 41(1):45–68.</li> <li>• Smith, Bruce D., and Melinda A. Zeder 2013 The onset of the Anthropocene. <i>Anthropocene</i> 4:8–13.</li> </ul>
Part 2: Identifying the Anthropocene	Week 4 25/27 Jan	Topic	Antiquity of the Anthropocene
		Readings/Works	<ul style="list-style-type: none"> <li>• Ellis 2018 <i>Anthropocene: A Very Short Introduction</i> (Oxford University Press, 2018, Ch.5</li> <li>• Roberts, Neil 2019 How humans changed the face of Earth. <i>Science</i> 365(6456):865–866.</li> <li>• Ellis, Erle C., Lucas Stephens, et al. 2019 Archaeological assessment reveals Earth's early transformation through land use. <i>Science</i> 365(6456):897–902.</li> </ul>
Part 2: Identifying the Anthropocene		Assignment	<b>Assignment 1 due</b>

	Week	Activity	Topic/Assignment
	Week 5 1/3 Feb	Topic	The case for a Late Anthropocene
		Readings/Works	<ul style="list-style-type: none"> <li>• Crutzen, Paul J., and Eugene F. Stoermer 2000 The “Anthropocene.” <i>IGBP Newsletter</i> 41:17–18.</li> <li>• Zalasiewicz, Jan, et al. 2015 When did the Anthropocene begin? A mid-twentieth century boundary level is stratigraphically optimal. <i>Quaternary International</i> 383:196–203.</li> <li>• Walker, Mike, Phil Gibbard, and John Lowe 2015 Comment on “When did the Anthropocene begin? A mid-twentieth century boundary is stratigraphically optimal” by Jan Zalasiewicz et al. (2015), <i>Quaternary International</i>:1–4.</li> <li>• Zalasiewicz, Jan, Colin N Waters, et al. 2019 A formal Anthropocene is compatible with but distinct from its diachronous anthropogenic counterparts: a response to W.F. Ruddiman’s ‘three flaws in defining a formal Anthropocene.’ <i>Progress in Physical Geography: Earth and Environment</i> 43(3):319–333.</li> </ul>
	Week 6 8/10 Feb	Topic	The case for an Early Anthropocene
Part 2: Identifying the Anthropocene		Readings/Works	<ul style="list-style-type: none"> <li>• Ellis 2018 <i>Anthropocene: A Very Short Introduction</i> (Oxford University Press, 2018, Ch.6</li> <li>• Braje, Todd J., Jon M. Erlandson, et al. 2014 An Anthropocene Without Archaeology—Should We Care. <i>The SAA Archaeological Record</i>:26–29.</li> <li>• Braje, Todd J, and Jon M Erlandson 2013 Looking forward, looking back: humans, anthropogenic change, and the Anthropocene. <i>Anthropocene</i> 4:116–121.</li> <li>• Foley, Stephen F, Detlef Gronenborn, et al. 2014 The Palaeoanthropocene – The beginnings of anthropogenic environmental change. <i>Anthropocene</i>:1–6.</li> <li>• Ruddiman, William F. 2019 Reply to Anthropocene Working Group responses. <i>Progress in Physical Geography: Earth and Environment</i> 43(3):345–351.</li> </ul>

	Week	Activity	Topic/Assignment
		Assignment	<b>Assignment 2 due</b>
Part 3: Grappling with evidence: Case studies in anthropogenic influence on past environments	Week 7 15/17 Feb	Topic	Introduction to Case Studies / Island Pacific / paleoenvironmental reconstruction
		Readings/Works	<ul style="list-style-type: none"> <li>• Kirch, Patrick V. 1997 Microcosmic histories: island perspectives on “global” change. <i>American Anthropologist</i> 99(1):30–42.</li> <li>• Kirch, Patrick V. 2007 Three islands and an archipelago: reciprocal interactions between humans and island ecosystems in Polynesia. <i>Earth and Environmental Science Transactions of the Royal Society of Edinburgh</i> 98(01):85–99.</li> <li>• Roberts, Neil 2014 <i>The Holocene: An Environmental History</i>. 3rd ed. Wiley-Blackwell, Ch.2</li> </ul>
Part 3: Grappling with evidence: Case studies in anthropogenic influence on past environments	Week 8 22/24 Feb	Topic	Coastal Peru / settlement patterns and agricultural impacts
		Readings/Works	<ul style="list-style-type: none"> <li>• Banning, Edward Bruce 2002 <i>Archaeological Survey</i>. Springer Science + Business Media, New York, Ch.1-2</li> <li>• Reindel, M. 2009 Life at the edge of the desert—archaeological reconstruction of the settlement history in the valleys of Palpa, Peru. <i>New Technologies for Archaeology</i>. pp439–461.</li> <li>• Soßna, V. 2014 <i>Impacts of Climate Variability on Pre-Hispanic Settlement Behavior in South Peru: The Northern Río Grande de Nasca Drainage between 1500 BCE and 1532 CE</i> (PhD Thesis). Universität Kiel, Kiel, Germany. pp71-96</li> </ul>

	Week	Activity	Topic/Assignment
	Week 9 1/3 Mar	Topic	Central Mexico / Urbanism and its footprints
		Readings/Works	<ul style="list-style-type: none"> <li>• Hoffman, Richard C. 2007 Footprint Metaphor and Metabolic Realities: Environmental Impacts of Medieval European Cities. In <i>Natures Past: The Environment and Human History</i>, pp. 288–325. The University of Michigan Press, Ann Arbor, MI.</li> <li>• Millon, Rene 1970 Teotihuacan: completion of map of giant ancient city in the Valley of Mexico. <i>Science</i> 170(3962):1077–1082.</li> <li>• Biskowski, Martin 2017 Staple food preparation at Teotihuacan. <i>Archaeological and Anthropological Sciences</i> 9(1):29–38.</li> </ul> <p>Adriano-Morán, Carmen Cristina, and Emily McClung de Tapia 2008 Trees and shrubs: the use of wood in prehispanic Teotihuacan. <i>Journal of Archaeological Science</i> 35(11):2927–2936.</p>
	Week 10 8/10 Mar		<b>*Spring Break*</b>
Part 3: Grappin g with evidence: Case	Week 11 15/17 Mar	Topic	Global Modeling

	Week	Activity	Topic/Assignment
		Readings/Works	<ul style="list-style-type: none"> <li>• Ellis, Erle C, Jed O Kaplan, Dorian Q Fuller, Steve Vavrus, Kees Klein Goldewijk, and Peter H Verburg 2013 Used planet: A global history. <i>Proceedings of the National Academy of Sciences</i> 110(20):7978–7985.</li> <li>• Kaplan, Jed O. 2018 The Importance of Reference Frame (comment on: The Anthropocene Divide: Obscuring Understanding of Social-Environmental Change). <i>Current Anthropology</i> 59(2):217–218.</li> <li>• Kaplan, Jed O., Kristen M. Krumhardt, Erle C. Ellis, William F. Ruddiman, Carsten Lemmen, and Kees Klein Goldewijk 2010 Holocene carbon emissions as a result of anthropogenic land cover change. <i>The Holocene</i> 21(5):775–791.</li> <li>• Kay, A. U. &amp; Kaplan, J. O. Human subsistence and land use in sub-Saharan Africa, 1000BC to AD1500: A review, quantification, and classification. <i>Anthropocene</i> 9, 14-32 (2015).</li> <li>• Klein Goldewijk, Kees, Arthur Beusen, Gerard Van Dreht, and Martine De Vos 2011 The HYDE 3.1 spatially explicit database of human-induced global land-use change over the past 12,000 years. <i>Global Ecology and Biogeography</i> 20(1):73–86.</li> </ul>
		Assignment	<ul style="list-style-type: none"> <li>• <b>Assignment 3 due</b></li> </ul>
Part 3: Grappling with evidence: Cacao studies	Week 12 22/24 Mar	Topic	Assessing landscapes (Visit to NATL [ <a href="https://natl.ifas.ufl.edu/index.php">https://natl.ifas.ufl.edu/index.php</a> ])

	Week	Activity	Topic/Assignment
		Readings/Works	<ul style="list-style-type: none"> <li>Review NATL history: <ul style="list-style-type: none"> <li><a href="https://natl.ifas.ufl.edu/history.php">https://natl.ifas.ufl.edu/history.php</a></li> <li><a href="https://natl.ifas.ufl.edu/maps/freeman_interview.php">https://natl.ifas.ufl.edu/maps/freeman_interview.php</a></li> </ul> </li> </ul>
		Assignment	<ul style="list-style-type: none"> <li>Brief Written Response 2 (500 words)</li> </ul>
Part 4: Complicating the Anthropocene	Week 13 29/31 Mar	Topic	Nature/Culture: utility and pitfalls of Cartesian dualism. <b>* No class 31 Mar *</b>
		Readings/Works	<ul style="list-style-type: none"> <li>Barry, John 1999 Environment, Nature and the Nonhuman. In <i>Environment and Social Theory</i>, pp. 11–29. Routledge, London.</li> <li>Cronon, W. 1996 The trouble with wilderness: or, getting back to the wrong nature. <i>Environmental History</i> 1, 7-28 (1996).</li> </ul>
	Week 14 5/7 Apr	Topic	Ubiquity and its discontents

	Week	Activity	Topic/Assignment
		Readings/Works	<ul style="list-style-type: none"> <li>• Ellis 2018 <i>Anthropocene: A Very Short Introduction</i> (Oxford University Press, 2018, Ch.7-8</li> <li>• Moore, Jason W. 2017 The Capitalocene, Part I: on the nature and origins of our ecological crisis. <i>The Journal of Peasant Studies</i> 44(3):594–630.</li> <li>• Morrison, Kathleen D. 2015 Provincializing the Anthropocene. <i>Seminar</i> 673:75–80.</li> <li>• Koch, Alexander, Chris Brierley, Mark M Maslin, and Simon L Lewis 2019 Earth system impacts of the European arrival and Great Dying in the Americas after 1492. <i>Quaternary Science Reviews</i> 207:13–36.</li> <li>• Davis, Heather, and Zoe Todd 2016 On the Importance of a Date, or Decolonizing the Anthropocene. <i>Acme: An International Journal for Critical Geographies</i>:761–780.</li> </ul>
Part 4: Complicating the Anthropocene	Week 15 12/14 Apr	Topic	Looking forward
		Readings/Works	<ul style="list-style-type: none"> <li>• Buck, Holly Jean 2015 On the Possibilities of a Charming Anthropocene. <i>Annals of the Association of American Geographers</i> 105(2):369–377.</li> <li>• Braje, Todd J. 2018 The Anthropocene as Process: Why We Should View the State of the World through a Deep Historical Lens. <i>Revista de Estudos e Pesquisas Avançadas do Terceiro Setor</i> 1:04–19.</li> <li>• Ellis, MA, and Z Trachtenberg 2014 Which Anthropocene is it to be? Beyond geology to a moral and public discourse. <i>Earth's Future</i>.</li> <li>• Kelsey, Elin 2020. <i>Hope Matters: Why Changing the Way We Think Is Critical to Solving the Environmental Crisis</i>. Ch.8</li> </ul>
	Week 16 19 Apr	Topic	Policy Implications

	Week	Activity	Topic/Assignment
		Readings/Works	<ul style="list-style-type: none"> <li>• Corlett, Richard T 2015 The Anthropocene concept in ecology and conservation. <i>Trends in Ecology &amp; Evolution</i> 30(1):36–41.</li> <li>• Smith, Anna V. 2019 The Klamath River now has the legal rights of a person. <i>High Country News</i>, September 24.</li> <li>• Swirko, Cindy 2019 Santa Fe advocates launch new strategy. <i>Gainesville Sun</i>, July 30.</li> <li>• SAFEBOR Santa Fe River Bill of Rights (SAFEBOR). <a href="https://safebor.org/">https://safebor.org/</a></li> </ul>
Part 4		Assignment	<ul style="list-style-type: none"> <li>• Brief Written Response 3 (500 words)</li> </ul>
	26 Apr	Final	<b>Final Paper due</b>

## III. Grading

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### 3. Statement on Attendance and Participation

#### Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

- Attendance will be taken daily and recorded in the Canvas gradebook. You are allowed two “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade.
- Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. The instructor will inform you of your participation grade mid-semester and schedule a conference if you are earning below 70% of the possible points.
- NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

Participation will be evaluated based on your preparation to discuss the texts assigned for each class session and engagement with class discussion. Attendance is a prerequisite, and is not itself sufficient to constitute participation. Your preparation will in some cases be evaluated through your brief written responses to readings.

#### Participation Grading Rubric

	Satisfactory	Unsatisfactory
Preparation	Informed: Shows evidence of having done the assigned work.	Uninformed: Shows no evidence of having done the assigned work.
Engagement	Involved: Is an active participant in class discussions.	Disengaged: Is inattentive, distracted, or absent during class discussion.

### 3a. WR Statements and Grading Rubric

#### Writing Requirement (WR 4000)

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course."

## Writing Assessment Rubric

	SATISFACTORY	UNSATISFACTORY
CONTENT	Papers exhibit at least some evidence of addressing the topic thoughtfully, critically evaluating and synthesizing sources.	Papers either include central idea that are unclear or off-topic, or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Papers and paragraphs exhibit at least some identifiable structure, including a clear thesis statement. Topics and arguments should be clear, but a satisfactory paper may still require readers to work to follow the progression of ideas.	Papers and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions to guide the reader.
ARGUMENT AND SUPPORT	Papers use clear and specific presentation of ideas, strongly supported with evidence. Minimally satisfactory papers may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Papers make only weak generalizations, providing little or no support, or consist only of summaries that fail to provide synthesis or critical analysis.
STYLE	Papers use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should be varied in length and complexity, and employ logical sentence structure. Minimally satisfactory documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Papers rely on word usage that is incorrect or inappropriate for the context, genre, or discipline. Sentences may be overly long or short, and/or employ awkward construction.
MECHANICS	Papers will feature error-free presentation of ideas. Minimally satisfactory papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive as long as they do not muddy the paper's argument or points.	Papers contain enough mechanical or grammatical errors to impede the reader's understanding or severely undermine the writer's credibility.

## 4. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%

B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

## IV. Quest Learning Experiences

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### 5. Details of Experiential Learning Component

Quest strives to incorporate out-of-classroom learning experiences that offer students a different take on ideas discussed in class. This course includes a visit (Week 11) to UF's Natural Area Teaching Laboratory (NATL), intended as an opportunity to explore the issues covered in this course in tangible form: students will explore how to "read" a landscape, make assessments of landscape history and anthropogenic contributions to it, and use field observations to critically consider the term "Natural Area".

### 6. Details of Self-Reflection Component

Quest requires some formal reflection that asks students to reckon with what they think, why they think it, and what the implications of their thoughts are. Assignment 1 asks you to consider how you think the Anthropocene should be defined, and why you think so. Brief Written Response 3 and your final paper invite you to revisit this question, as well as the broader implications of your selection, with the conceptual tools and information that you have acquired over the course of the semester.

## V. General Education and Quest Objectives & SLOs

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### Quest 2 Description:

Quest 2 courses provide an opportunity for students to engage in thought-provoking Gen Ed coursework that builds on and expands their Quest 1 experience with the Arts and Humanities. If Quest 1 courses ask what it means, Quest 2 courses ask what we can do. Thus, rather than offer an introduction to or survey of a specific field, Quest 2 courses invite students to encounter important real-world issues that cut across disciplines and introduce scientific methods and discourse for students to become familiar with the ways that data, methods, and tools from diverse fields can be brought to bear on pressing questions facing human societies and/or the planet today. What are the unintended consequences of technological progress, climate change, structural racism? How do the various social and/or biophysical sciences substantively contribute to life on our planet? How do these disciplines converge towards improving the human condition?

### 7. This Course's Objectives

#### Social & Behavioral Sciences (S) + Quest 2 + International (N) Course Objectives

<b>Social and Behavioral Sciences Objectives →</b>	<b>Quest 2 Objectives →</b>	<b>This Course's Objectives → (This course will...)</b>	<b>Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)</b>
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences.	Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and	...introduce students to the combined use of evidence from social- and natural-sciences to construct arguments about the human past and present. It will ask them to learn how to read such evidence critically and how to mobilize it themselves.	...inviting students to read and critique interdisciplinary arguments about the Anthropocene, as well as to critically explore archaeological and paleoecological case studies of anthropogenic impacts.

<b>Social and Behavioral Sciences Objectives →</b>	<b>Quest 2 Objectives →</b>	<b>This Course's Objectives → (This course will...)</b>	<b>Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)</b>
	challenges about human society and/or the state of our planet.		
Students will learn to identify, describe and explain social institutions, structures or processes.	Present different social and/or biophysical science methods and theories and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet.	...ask students to explore the genesis of debates about the origins and impact of the Anthropocene, including critiques founded upon ethical commitments to decolonization and discomfort with a culture/nature dichotomy.	The final paper asks students to evaluate various definitions of the Anthropocene and consider them in light of critiques of the concept.
These courses emphasize the effective application of accepted problem-solving techniques.	Enable students to analyze and evaluate (in writing and other forms of communication appropriate to the social and/or biophysical sciences) qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.	...deconstruct interdisciplinary arguments about the Anthropocene, encouraging students to examine archaeological, geological, and paleoecological data and arguments.	Assignment 2 trains students to organize and evaluate the evidence generated by social- and natural-science, and Assignment 3 asks them to construct an argument using such evidence themselves.
Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior.	Analyze critically the role social and/or the biophysical sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.	...ask students to consider not only the identification and definition of the Anthropocene through interdisciplinary scientific debate, but also the policy implications of adopting the designation.	...devoting the Weeks 13-15 of the course to examining critiques of the Anthropocene, focused on perspectives grounded in goals of social/environmental justice.

<b>Social and Behavioral Sciences Objectives →</b>	<b>Quest 2 Objectives →</b>	<b>This Course's Objectives →</b> <b>(This course will...)</b>	<b>Objectives will be Accomplished By:</b> <b>(This course will accomplish the objective in the box at left by...)</b>
<p>Students are expected to assess and analyze ethical perspectives in individual and societal decisions.</p>	<p>Explore or directly reference social and/or biophysical science resources outside the classroom and explain how engagement with those resources complements classroom work.</p>	<p>...introduce students to the ways in which local, regional, and global scales can be linked through qualitative analysis and quantitative modeling.</p>	<p>...case studies in Part 3 of the course.</p>
<p><b>International (N) Objectives:</b> Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.</p>	<p>N/A</p>	<p>...ask students to consider 1) the diverse trajectories of anthropogenic impact that have created the Anthropocene, and 2) the challenge of a shared inheritance (the Anthropocene) for which responsibility is unevenly distributed, and 3) the ethical and political challenges of responsibility and action.</p>	<p>...examining the global consequences of local and regional activities through case studies and deconstruction of global models. Ethical and political challenges are covered in Weeks 13-15.</p>

## 8. This Course's Student Learning Outcomes (SLOs)

### Social & Behavioral Sciences + Quest 2 + International (N) Course SLOs

	<b>Social and Behavioral Sciences SLOs →</b> Students will be able to...	<b>Quest 2 SLOs →</b> Students will be able to...	<b>This Course's SLOs →</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Content</b>	<b>Identify, describe, and explain</b> the history, underlying theory and methodologies used.	<b>Identify, describe, and explain</b> the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.	<b>...identify, describe, and explain</b> the history of interdisciplinary scientific attention to the Anthropocene, with particular attention to 1) the ways in which arguments about the existence and character of the Anthropocene are constructed, and 2) the kinds of evidence that can be mobilized – using diverse methodologies – to examine anthropogenic impacts at local, regional, and global scales.	Class participation and Assignments 1 and 3.
<b>Critical Thinking</b>	<b>Identify and analyze</b> key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	<b>Critically analyze</b> quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.	<b>...analyze and evaluate</b> arguments about the existence and antiquity of the Anthropocene, including 1) whether and when humans have become a dominant influence on the earth system, 2) by which criteria this can/should be determined, and 3) what policy implications identifying the Anthropocene may have.	Class participation, Assignments 1, 2, and 3, and the Final Paper.

	<b>Social and Behavioral Sciences SLOs →</b> Students will be able to...	<b>Quest 2 SLOs →</b> Students will be able to...	<b>This Course's SLOs →</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Communication</b>	Communicate knowledge, thoughts and reasoning clearly and effectively.	<b>Develop and present</b> , in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.	... <b>develop</b> and <b>present</b> summaries of social- and natural-science literature in both written and oral form. Students will learn to read primary source material, engaging with both academic literature and science journalism and comparing these communication tactics.	Class participation, facilitation of class discussion, Assignments 1 and 3, and the Final Paper.
<b>Connection</b>	N/A	<b>Connect course content</b> with critical reflection on their intellectual, personal, and professional development at UF and beyond.	...consider the Anthropocene as an inheritance of an industrialized world.	Class participation, Week 14-15 readings, and Brief Written Response 2.
<b>International (N)</b>	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	N/A	...identify, describe, and explain the ways in the which the earth system is currently dominated by human activity, as well as the historical processes through which that has happened.	Assignments 2 and 3 and the Final Paper.

## VI. Required Policies

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### 10. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### 11. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### 12. University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### 13. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### 14. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## 15. Class in the time of Covid

We can expect that UF's approach to holding classes in face of an ongoing pandemic will evolve as dictated by the public health and political circumstances. In consequence there is no course policy surrounding Covid; rather we will also respond to circumstances as needed. As the semester begins, this entails

- an expectation of masking in class out of respect for one another,
- a recommendation that everyone get vaccinated in order to minimize both your own risk and the possibility that you will spread the virus to others, and
- flexibility with due dates in case that you are directly impacted by Covid (please discuss with me as needed).

In case anyone is withheld from campus or has reason to feel that risk of exposure in class is too high, you are welcome to discuss with me the possibility of participating in class remotely via hyflex.

### Office hours

I will be in my office for office hours, but will also be accessible via Zoom during that time. If you visit in person, please wear a mask.

## HB-233

In accord with the recent dictates of the Florida State Legislature (HB-233, currently being challenged in court), students are allowed to record video and/or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture *does not* include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.