

**SYLLABUS**  
**Anthropology 111: EXTINCTION**  
**M W 2:15 pm - 3:35 pm, LOR 022**

**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/academic-integrity-policy/>, on academic integrity which is very important.

<b>Course web site:</b> <a href="https://sakai.rutgers.edu/portal">https://sakai.rutgers.edu/portal</a>	<b>Email:</b> robertsc@scarletmail.rutgers.edu	<b>Twitter:</b> <a href="#">@RobScottAnthro</a>
--	---	--

**Professor:**

Dr. Rob Scott  
Office: BIO 210

Web: <http://www.rci.rutgers.edu/~robertsc/>  
Office hours: Mon 9:15 am – NOON or by appointment

**Teaching Assistants:**

Reecha Das Office: RAB 311 Office hours: Wed 11 am – 12 pm Email: rd679@scarletmail.rutgers.edu	Andrew Schwartz Office: BIO 316 Office hours: Tues 12 pm – 2 pm Email: afs131@scarletmail.rutgers.edu	Ariel Kruger Office: Office hours: Email: ak1006@scarletmail.rutgers.edu	Anja Vojvodic Office: HCK 310 Office hours: Wed 1 pm -2 pm Email: av471@polisci.rutgers.edu
--	--	---	--

***BOX 1***

Core 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.**

**REQUIRED TEXTS AND MATERIALS**

Two books are required. They are:

1. "The Sixth Extinction: An Unnatural History" by Elizabeth Kolbert (\$18 new)
2. "The Uninhabitable Earth: Life After Warming" by David Wallace-Wells (\$27.00 new)

An **i>clicker student remote** (\$48.00 new) is also required for the class.

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

Various required readings are provided via the Rutgers Sakai portal (<http://sakai.rutgers.edu/portal>) in Resources 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 books at new prices will not exceed \$50. 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 cost of texts for this course is currently \$45 and the cost of other materials is \$48.59. There are no course fees.

*The total texts, materials, and course fees budget for this course is \$94.59.*

**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 which 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?

**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

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 19<sup>th</sup> 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 21<sup>st</sup> 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 (~70 questions)	~20%
Final Exam (~100 questions)	~20%
In-Lecture Pop Quizzes	~10%
Writing Assignments 1-3	~15%
Writing Assignment 4	~15%
Recitation Section Participation	~20%
<b>TOTAL</b>	<b>100%*</b>

**Point Deductions**

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

- Your regular and timely class attendance is expected.
- For every missed recitation section without a valid excuse (substantiated with written documentation and 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, without prior permission from your TA is considered an unexcused absence. You may not make up missed in-class writing assignments due to an unexcused absence.

**\*Extra Credit**

You may earn 4 points of extra credit by attending two outside-of-class University-sponsored lectures (2 points for each lecture) and writing a one paragraph thesis and significance statement for each lecture.

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.

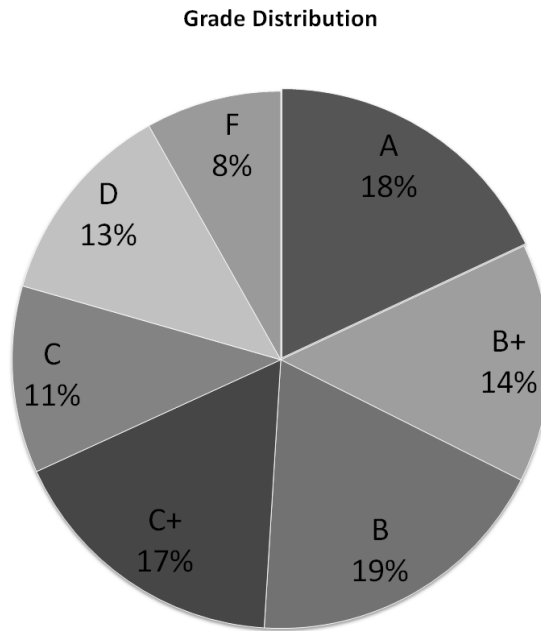
Final grades are assigned at or just slightly below the standard Rutgers cut-offs (90%, 85%, 80%, 75%, 70% and 60%). There is no “curve” or “rounding-up.” Requests for higher grades after grades have been assigned are denied except in the case of genuine errors in assigning of grades.

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. Indeed, remedies are already built into the syllabus: the outside lecture extra credit option already exists and exams include some extra credit questions. Other remedies could include dropping the lowest quiz grade or setting grade cut-offs just slightly below the standard Rutgers cut-offs.

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 Writing Assignment # 4.

## GRADED COURSE WORK

### Exams

There will be two exams, a midterm and final, which will test students' substantive knowledge of the class material including lectures (both inside and outside of class), films, and readings. To pass the course both exams must be taken. The final will be cumulative in that the second part of the course builds on the first part.

In a course such as this with an enrollment exceeding 400 students, we are forced to rely on Scantron, multiple choice type exams. This means that in total you will answer between 150 and 200 of these style questions over the course of the mid-term and final.

### Writing Assignments

A series of four short (some of them very short) writing assignments will be due in recitation section. Sometimes a rough draft will be due in one week and will be shared with a small group in class with a final draft due the following week. The writing assignments will be:

1. A **one page summary** of a scientific paper. This will be completed in conjunction with a "how to read primary scientific literature" exercise in recitation section. It will begin with in-class writing and a final version will be due the following week. (1 page)
2. A short **thesis-and-significance** paper on an assigned reading. (2 pages)
3. A short piece of **speculative fiction** in the style of "Futures" in *Nature*.
4. A **short critical essay** on a contemporary extinction issue. (3 to 5 pages)

***All writing assignments must be formatted with 1.5-spaced 12 pt Times New Roman font and 1 inch margins. Punctuation must also have the same formatting.***

***Writing assignments are due electronically on sakai to your TA no later than NOON on the Friday of the week in which they are due.***

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

More details on the writing assignments will be made available on <https://sakai.rutgers.edu/portal> and in recitation section.

### **Recitation Section Participation**

Active participation in weekly 55 minute recitation sections, supervised by teaching assistants, is **mandatory**. Your participation grade will be based on your **active** and **informed** participation in class discussions. Attendance will be recorded.

### **In-Lecture Pop 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 pop quizzes will be given in lecture and will cover previous lectures and required readings.

### **ABOUT EMAILING ME**

*I want to interact with you face-to-face whenever humanly possible and I urge you all to visit me in my office hours on Mondays between 9:15 am and noon. If you wish to ask about your grade, what it is or how to improve it or to ask me how to study, these issues are best discussed in person. If you cannot make it during my regular office hours, please email me to make an appointment to talk to me. In your message, please include specific days and times that work for your schedule that I 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 me to let me know you're coming to my office hours. Although some professors might instruct otherwise, you don't need to email me to let me 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 my office hours. Assignments should be submitted on sakai and not as email attachments.*

*When you have questions, please check the syllabus first before emailing me. If you can't find the answer on the syllabus, visit me in person or email me telling me exactly what you did find on the syllabus related to your question before posing your question. – Prof. Scott*

### **COURSE POLICIES**

#### **Laptop Policy**

Laptop use during lecture is prohibited. You will need a notebook for recording notes during lecture. The reason for this policy is because laptop use is linked both to use of the internet during class and to lower test scores.

#### **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/academic-integrity-policy/>. **You are responsible for knowing what constitutes plagiarism and academic dishonesty.**

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

In a large class, it is typical that some students will encounter some form of unusual or extenuating circumstances that may affect them as students. The course policy is to help and accommodate such circumstances as appropriate. However, the Professor and Teaching Assistants 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 the 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.

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

### **On Dogs and Babies**

It is important that lecture be a largely distraction free environment. This is why the course policy prohibits laptops and cellphones for example and students should arrive on time to class. However, this is also a class where we presume that everyone can behave responsibly with tolerance and restraint. Service dogs are permitted. Service dogs in training (such as Seeing Eye Puppy club dogs) are also permitted. Please just let Prof. Scott know by email if you will be bringing a service dog to class.

Some students are also parents and child care arrangements can and do fall through. When that happens, your baby or small child is welcome in lecture. Just provide them with a quiet activity and sit near an exit. If a baby cries or there is another issue, you can simply slip out that nearby exit for as long as needed. If rabbis and pastors can tolerate an occasional crying baby in church or temple then professors and college students should certainly be capable of the same.

### **Attendance**

You are required to attend all class meetings (lecture and recitation). 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 me. **Do not email me 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 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 missed pop quiz or missed recitation section will not be excused.**



**Late Work**

Papers are due electronically to your TA no later than **noon** on the day that they are due. No late papers will be accepted except under very unusual circumstances and with a valid excuse, which must be documented in writing by an appropriate authority (e.g., physician). The occurrence of such unusual circumstances must be brought to the attention of your TA within **48 hours** of the missed deadline. If lateness of work also involves absence from class you must also use the Absence Reporting System (<https://sims.rutgers.edu/ssra/>). 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 – it is very disruptive to professor and classmates when students arrive late to class.

**Exams**

No make-up exams will be given except under very unusual circumstances and with a valid excuse, which must be documented in writing by an appropriate authority (e.g., physician). Since a missed exam also involves a missed class period, you must use the Absence Reporting System (<https://sims.rutgers.edu/ssra/>) to provide notification of any special circumstances. In addition, contact us (your TA and Prof. Scott) by email within 48 hours of any missed exam. Such very unusual circumstances will need to be verified later and in a timely fashion with appropriate documentation. On exam days, you are **required** to bring **your student ID** and a **pencil**. NO CHEATING will be tolerated, and anyone found cheating will receive an “F” grade for the exam.

**Courtesy**

You are expected act with courtesy in lecture and recitation. This includes:

- All cell phones must be turned off (**no texting**)
- Address Prof. Scott as “Professor Scott or Dr. Scott” (not as “Professor”) and address guest lecturers by the appropriate **title** and **name**
- Learn your TA's name and address them accordingly
- Behave respectfully to instructors and other students
- No Facebooking or other social media
- No playing games or cards
- No headphones or listening to music
- Be prepared to discuss
- No reading the newspaper or other non-course material
- Be polite to instructors and other students
- No use of audio or video recording devices

**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/2019.htm>

**Accommodation Policy**

Students with disabilities requesting accommodations must follow the procedures outlined at

<https://ods.rutgers.edu/students/registration-form>.

Full disability policies and procedures are at <https://ods.rutgers.edu/>

**LINKS TO STUDENT SUPPORT SERVICES**

**Counseling Services (including CAPS):** <http://health.rutgers.edu/medical-counseling-services/counseling/>

**(848) 932-7884**

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional 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.

**Violence Prevention & Victim Assistance (VPVA):** [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

**(848) 932-1181**

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.

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

**Lecture Schedule**

DATE	Lecture	Guest Speakers/Films	Reading Assignment		In Recitation / Writing Assignment
4-Sep	Course overview, anthropological perspectives, and contemporary challenges	regular class	"The Extinction Tales" by T. C. Boyle "A Faustian bargain" by Gregory Petsko "Prologue" and "Ch. 1: The Sixth Extinction" in "The Sixth Extinction"	1.	bring an extinction story for active discussion, let me know about it by tweeting <a href="https://twitter.com/RobScottAnthro">@RobScottAnthro</a>  review evolution by natural selection
9-Sep	What is life?; What is extinction?	regular class	"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	2.	how to find, read, and criticize a scientific paper  find a paper on Neanderthal extinction using <i>Web of Science</i>
11-Sep	The origin of life; Genes and information	regular class	"I. Cascades" in "The Uninhabitable Earth" "Almost All Species Are Extinct" in "Extinction: Bad Genes or Bad Luck?" by David Raup "Ch. 3: The Original Penguin" in "The Sixth Extinction"		
16-Sep	Geologic time; The tree of life (and its history)	regular class	"Extraterrestrial Cause for the Cretaceous-Tertiary Extinction" by Luis Alvarez et al.	3.	discuss the role of University in society
18-Sep	Mass extinctions	regular class	Ch. 4: The Luck of the Ammonites" in "The Sixth Extinction" "Asymmetrical warfare" by S. R. Algernon		
23-Sep	Mass extinctions continued	regular class	"Gambler's Ruin and Other Problems" in "Extinction: Bad Genes or Bad Luck?" by David Raup "Ch. 5: Welcome to the Anthropocene", "Ch. 6: The Sea Around Us", and Ch. 7: Dropping Acid" in "The Sixth Extinction"	4.	discuss "Sixth Extinction"  <b>scientific paper summary</b> due Friday Sept 27
25-Sep	Causes, consequences, and survivors	regular class	"The Resilience of Life to Astrophysical Events" by D. Sloan et al.		
30-Sep	The "bushy" hominin family tree; extinction in human evolution; the turnover-pulse hypothesis	regular class	"Ch. 8: The Forest and the Trees", 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>	5.	discussion of Neanderthal extinction ideas

2-Oct	Neanderthals and anatomically modern humans	regular class	"Ch. 11: The Rhino Gets an Ultrasound", "Ch. 12: The Madness Gene", and "Ch. 13: The Thing with Feathers" in "The Sixth Extinction"		
7-Oct	End Pleistocene Extinction	regular class	"II. Elements of Chaos" in "The Uninhabitable Earth" "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	6.	discussion of different restoration ideas and their supporting narratives
9-Oct	Restoration and Resurrection	regular class	"Prologue", "Restoration" and "Resurrection" from <i>Twilight of the Mammoths</i> by Paul S. Martin "The Buffalo Commons: Its Antecedents and Their Implications" by D. Popper and F. Popper		
14-Oct	Sixth Extinction	regular class	"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>	7.	discuss conservation biology <b>thesis and significance paper</b> due Friday Oct 18
16-Oct	The Lemurs of Madagascar	regular class	"Not by science alone: why orangutan conservationists must think outside the box" by Erik Meijaard et al. "Daddy's slight miscalculation" by A. Pellegrino		
21-Oct	Chytrid fungus; Mid-Eocene Climate		"How To Configure Your Quantum Disambiguator" by S.C. Baker	8.	discuss existential risk
23-Oct	<b>MID-TERM EXAM</b>	<b>In-class EXAM</b>			
28-Oct	Existential Risks	regular class	"Existential Risk and Existential Hope: Definitions" by O. Cotton-Barratt & T. Ord "Global Challenges: 12 Risks that threaten human civilization" from the Global Challenges Foundation and Future of Humanity Institute	9.	discuss "Futures" stories
30-Oct	Genocide	regular class	"Toward an Anthropology of War Propaganda" by J. Kiper		

			"An Isolated Tribe Emerges from the Rain Forest" by J. Anderson		
4-Nov	Language Death	regular class	"III. The Climate Kaleidoscope" in "The Uninhabitable Earth" "All Is Not Lost" by Scott Westerfeld in <i>Futures from Nature</i> "Words, Words, Words" by Elisabeth Malarte in <i>Futures from Nature</i> "Co-occurrence of linguistic and biological diversity in biodiversity hotspots and high biodiversity wilderness areas" by L.J. Gorenflo et al.	10.	discuss language death  <b>"Futures" story</b> due Friday Nov 8
6-Nov	Ecological collapse; Lemurs of Madagascar	TBD	"A World of Many Fewer Voices" by D. Harrison "A Loss for Words: Can a dying language be saved?" by J. Thurman		
11-Nov	Evolutionary and anthropological insights into emerging diseases	regular class	"Securing natural capital and expanding equity to rescale civilization" by Paul Ehrlich et al. "Approaching a state shift in Earth's biosphere" by Anthony Barnosky et al.	11.	
13-Nov	FILM: Influenza 1918	regular class	"A Kiss Isn't Just A Kiss" by Steve Carper in <i>Futures from Nature</i> "The social origins and expressions of illness" by Merrill Singer "Evolution of virulence, environmental change, and the threat posed by emerging and chronic diseases" by Paul Ewald "Why does drug resistance readily evolve but vaccine resistance does not?" by D.A. Kennedy and A.F. Read		
18-Nov	Climate change: evidence & consequences		"The Ecology of Poverty: Nutrition, Parasites, and Vulnerability to HIV/AIDS" by Eileen Stillwaggon "Pathogens Gone Wild: Medical Anthropology and the "Swine Flu" Pandemic" by Merrill Singer "Climate Change: Are We on the Brink of Pronounced		no recitation; Thanksgiving break

			Global Warming” by W.S. Broecker “Perceptions of Climate Change: The New Climate Dice” by James Hansen et al.		
20-Nov	Climate change: evidence & consequences	regular class	“The Deadly Combination of Heat and Humidity” by R. Kopp, J. Buzan, and M. Huber “When Last I Saw the Stars” by J. Hecht		
25-Nov	Climate change: responses	regular class	“Food-Miles and the Relative Climate Impacts of Food Choices in the United States” by Christopher Weber and H. Scott Matthews “Who Owns the Wind” by D. Hughes “A Jobless Utopia” by D. Hughes	12.	
27-Nov	No Class	no class because Friday class meets Wednesday			
2-Dec	7 billion and counting	regular class	“IV. The Anthropic Principle” in “The Uninhabitable Earth” “Half-Earth” by E.O. Wilson “Why E O Wilson is wrong about how to save the Earth” by B. Buscher and R Fletcher	13.	
4-Dec	Atom bomb	regular class	“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> “Thank you Vasili Arkhipov, the man who stopped nuclear war” by E. Wilson “The Russell-Einstein Manifesto” by Bertrand Russell and Albert Einstein Excerpts from “ <i>Expert Judgement on Markers to Deter Inadvertent Human Intrusion into the Waste Isolation Pilot Plant, Sandia National Laboratories report SAND92-1382 / UC-721</i> ” “Quality Control” by Marissa Lingen		
9-Dec	Brave New World’s		“A Life Of It’s Own” by Michael Specter	.	no recitation, <b>critical essay</b> due Friday Dec 13 at NOON

			<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>		
11-Dec		regular class	<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	<b>FINAL EXAM</b>	8 am – 11 am		(check time at: <a href="https://finalexams.rutgers.edu/">https://finalexams.rutgers.edu/</a> )	