

ANTH 106: Climate and Civilization

Winter 2022

MWF 11-11:50 AM, HSS 2321

Instructor: Dr. Ian Jones

E-Mail: ijones@ucsd.edu

Office: SSB 297

Student Hours: MW 1-2 PM (or by appointment)¹

Coffee Hour: F 1-2 PM, Art of Espresso (Mandeville Cart)

Lecture Zoom Meeting ID: 920 4507 3451

Lecture Zoom Password: SoreqCave

Lecture Zoom Link:

<https://ucsd.zoom.us/j/92045073451?pwd=dzEwSEt6b0dNS2hGWm1lOUkyZ2pHZz09>

Student Hours/Coffee Hour Zoom Meeting ID: 562 825 340

Student Hours/Coffee Hour Zoom Link: <https://ucsd.zoom.us/j/562825340>

Required Textbook: Rosen, Arlene Miller. 2007. *Civilizing Climate: Social Responses to Climate Change in the Ancient Near East*. Lanham, MD: AltaMira. [AMR]

Available at the UCSD Bookstore. Inexpensive used copies are available at various places online.

Additional required readings are available on Canvas.

This course assumes basic familiarity with the core principles and practices of archaeology. If you have not yet taken an introductory archaeology course or would like a refresher, I would recommend Shafer-Elliott, Cynthia, ed. 2016. *The 5 Minute Archaeologist in the Southern Levant*. Sheffield: Equinox. It's an excellent and inexpensive collection of short chapters (each one is meant to take about five minutes to read), each of which provides an accessible answer to a specific question about archaeology. Some of the questions are simple, some are complex, and some you might not even know you have. (You can also pick up used copies of the classic Renfrew and Bahn *Archaeology* textbook for about \$5.)

Course Description

This course considers the ways in which climate has influenced the development of human societies. We will initially proceed in mostly chronological order, beginning with human adaptations to climate in the Pleistocene, and proceeding to the Holocene and the development of farming societies and, eventually, centralized

¹ I have an open-door office policy, as well. If you see my door open and I'm in the office, feel free to stop by.

bureaucratic polities, or “civilizations.” We will then consider what lessons we can draw from the past for the present, particularly by discussing and questioning narratives of “collapse” and “decline.” While much of the course material will focus on the Eastern Mediterranean region, specifically the southern Levant, we will also consider cases from Africa, East Asia, South Asia, northern Europe, the Americas, and Oceania.

Prerequisites

Upper division standing.

Course Learning Outcomes

Students completing this course will be able to:

- 1) Critically discuss case studies in environmental archaeology
- 2) Explain how past climates are reconstructed and studied
- 3) Demonstrate knowledge of key environmental archaeological theories
- 4) Explain the relationship between past people and climate
- 5) Critically analyze archaeological data concerning climate
- 6) Discuss the relevance of past climate adaptations or catastrophes for human societies facing climate change in the present
- 7) Critically assess, in writing, long-form written works relevant to the archaeology of climate change

Grading

Grades will be calculated out of a total of 100 points.

Discussion: 25%

Reading reflections: 20%

Review Assignment 1: 5%

Midterm: 15%

Review Assignment 2: 5%

Review Assignment 3: 15%

Final: 15%

In this course, grades are an assessment of active scholarly engagement with a set of requirements (laid out in a lab guide or prompt). I’m not a believer in punitive assessment, however, and don’t view grades as a reflection of “points lost” from an ideal A+, representing exact conformity to the requirements of the prompt. It would be more productive to think about grades as representing a comparison between your work and an ideal B-, conceived as an assignment that satisfactorily meets the requirements of the prompt.

Canvas and Zoom

<http://canvas.ucsd.edu>

The course Canvas page contains a copy of the syllabus, electronic course readings, lecture slides, lab prompts and other lab resources, and grades. For information on using Canvas, see: <https://edtech.ucsd.edu/students/index.html>

Class meetings, student hours, and coffee hours will take place over Zoom for at least the first two weeks of the quarter. For information on using Zoom, see: <https://blink.ucsd.edu/technology/file-sharing/zoom/index.html>

If you do not have consistent access to the required technology to fully access remote learning options, please use this form to request a loaner laptop for the period during which you will be learning remotely:
<https://eforms.ucsd.edu/view.php?id=490887>

Lectures and Recording

It is possible that we will be returning to in-person instruction in Week 3, but until then we will be meeting on Zoom. For the first two weeks of the quarter, Monday and Wednesday lectures will be delivered at the scheduled class time over Zoom. Attendance during the Zoom meeting is encouraged but not required, and each lecture will be recorded and made available asynchronously on Canvas (by the following day, at the latest; Zoom and Kaltura can sometimes take several hours to process videos once recording is finished). Any questions, discussion, etc. will also be included in this recording. Friday there will be no lecture, and we will instead discuss a reading or set of readings. For the first two weeks of the course, this discussion will be an asynchronous series of discussion board posts on Canvas (see guidelines below). (As you probably realize, there are several holidays this quarter that will affect this general schedule. See the entries for those weeks on the course schedule for information on what we'll be doing those weeks.) You are free to use the recorded lectures for purposes related to the course, but you may not redistribute them without written permission.

Student Hours and Coffee Hours

What I call “student hours” you’ve probably heard called “office hours” in most other classes. Student hours are times I’ve specifically set aside to talk to students. You won’t be interrupting anything else if you stop by, because I intentionally don’t schedule anything else during these times. In general, these will be one-on-one meetings, but you’re also free to come as a group if some of you all want to talk about the same thing (please keep social distancing restrictions in mind). Usually, discussions during student hours will be about some aspect of the course, but this isn’t the only thing we can talk about. If you want to talk about anthropology in general, or your career, or ‘90s punk bands, or something else, I’m happy to talk to you about that, too (but bear in mind I might have to cut some of these

conversations a bit short if a lot of students need to talk to me about the course). You don't need an appointment for student hours, but you're free to set one up if you want (and if you can't make student hours but would still like to meet with me, feel free to email me to set up an appointment).

Coffee hours, by contrast, will be communal meeting times. I won't have a set agenda for these, so, for the most part, we can talk about whatever people want to talk about. If you want to discuss some aspect of the course in more detail than we were able to in lecture, feel free to bring that up during coffee hours. If you just want to hang out and talk about your week, feel free to do that instead. If you just want to hear me talk about the thrill and excitement of pottery analysis, you can get me started on that, too. (Coffee hours are subject to cancellation depending on the trajectory of the ongoing pandemic, but during the first two weeks of the quarter will be held via Zoom.)

Readings

The readings for each class session are listed below the date and title of that session in the schedule. It is your responsibility to complete the readings for each session **before** the beginning of class. If a date has no reading listed below, you do not have any readings for that day. Readings from Arlene Miller Rosen's *Civilizing Climate* are listed after the abbreviation [AMR] and online readings available on Canvas are listed following the abbreviation [C].

Discussion

Each week on Friday, our class period will be spent discussing a reading or set of readings, usually journal articles or book chapters. Although each class period will involve some discussion of the readings, on Fridays you must come prepared to discuss the readings in detail. The readings are meant to be discussed critically, but you should be able to articulate your reasoning for criticism or praise. Participation in Friday discussions is worth 25% of your overall course grade.

During the first two weeks of the course (at least), Friday discussions will be conducted as asynchronous discussions on Canvas. I will post a discussion prompt for the readings on Friday morning, and you will post a response to that prompt (a substantial paragraph or two, ca. 250-500 words) by the end of the day on Friday. In addition to this, you should also post a response to at least one student's response to the prompt that builds on their discussion (i.e., something more substantial than, "Good response. I agree."). The goal of these posts is to simulate an in-class discussion, so full credit will reflect a real engagement in discussion of the Friday reading(s) with your peers.

Reading Reflections

In order to ensure that you are prepared to discuss the readings, you will also submit a short (1-2 paragraph) reflection on the discussion (Friday) readings each week. This reflection does not need to be particularly long or detailed, but must answer three questions: 1) What did you find most interesting about this reading (or these readings), and why? 2) What did you find most confusing about this reading (or these readings), and why? And most importantly 3) Why do you think I assigned this reading (or these readings)? Remember to keep your answers relevant to the course. For full credit, you should answer these questions with some reference to concepts and information from the lectures and other course readings. For weeks with multiple readings, your reflection should focus on putting the readings into dialogue with one another (on what points do they agree or disagree? Do they address the same issue or related issues? Etc.) ***Completed reflections are always due Friday by 10 AM.***

Reading reflections will be scored out of 2 points. 2 points will be given to complete, well-articulated reflections; 1 point will be given to incomplete reflections or reflections based on incorrect information; 0 points will be given for missing reflections.

Electronics

You are free to use a laptop or tablet during lecture periods for the purposes of taking notes and consulting course readings, provided it doesn't prove to be a distraction. In other words, you are **not** free to watch TikToks during class (unless they're really funny [but then you have to show all of us]). This distracts not only you, but also the people around you, and this is not fair to them. Phones should be silenced during class (I understand that sometimes it may be important not to miss a call, and in these cases, it's fine to leave your phone on and leave class to take the call).

No audio or video recording of lectures is permitted unless authorized by the Student Ability Success Center and cleared with me beforehand. I will post all lecture slides to Canvas, and if you miss something (or something is unclear), please don't hesitate to ask me to clarify.

Expected Workload

According to UCSD policy, you should expect to spend three hours working on a course each week per unit hour of credit. As a four-unit course, students in this class should expect to spend a minimum of 12 hours per week engaged in learning. In this course, two of those hours per week will be spent on lecture and one on discussion, which means that **you should plan to spend *nine* hours per week on this course outside of our scheduled meeting times.** That time will be spent primarily on course readings, reading responses, the review assignments, and the midterm and final assignments.

Late work policy

As mentioned above, I'm not a fan of punitive assessment. Nonetheless, deadlines can be quite valuable. First, deadlines can be very useful motivators for getting work done (if you're anything like me, anyway). Second, submitting your work on time helps me keep up with grading and generally makes my life easier. I recognize, though, that you all have lives, and that those lives (especially now!) can be complicated. There are no late penalties in this course, but this comes with additional responsibility. If you need to submit an assignment a few days late, that's no problem. If this turns into more than two or three assignments, or you need to submit an assignment more than a week late, you'll need to talk to me during office hours (or make an appointment) to receive credit. I'm not going to pry into the details of your personal life, I don't need a doctor's note, etc., but I really want all of you to do all of the assignments for this course, and sometimes that requires talking about barriers to getting work done and brainstorming strategies for catching up.

Attendance, Participation, and Exam Policy

It is your responsibility to prepare for and attend each class meeting. If you miss a class, you are still responsible for that material. Pending updates on in-person instruction after Week 2, attendance of lectures and discussion sessions will be required, but things are not even close to being back to normal yet, and I understand there are times when absences will be unavoidable. **Please do not attend class if you are feeling sick.** As with the late work policy, if you have to miss one or two days of class, that's not a problem; you don't even need to tell me. If you need to miss more than this, please let me know so that we can discuss strategies for keeping up with the course material.

During Weeks 1 and 2, instruction will be conducted remotely via Zoom. Attendance of synchronous Zoom lectures is not required, but if you are unable to attend the synchronous lecture, you are still responsible for that day's material.

If you're able to attend synchronous lectures, participation in the form of questions and discussion is strongly encouraged (and even more so during coffee hours). To that end, having the course material (readings, etc.) in front of you during lectures is useful (your pet does not count as course material [obviously I still want to meet them, though]).

Both the midterm and final in this course will be take-home assignments. Due dates are listed on the schedule below.

Communicating with Me/Email

As you've probably noticed, your professors often think of emails as an electronic version of paper letters and expect that they should follow a similar etiquette. This means that we generally expect emails to include a subject line, salutation, body, and

closing. There's a logic to each of these elements (the subject line gives me a general idea of what the email is about, the salutation indicates that you know who I am, the body tells me why you're emailing, and the closing tells me who you are), so it's a good idea to include each of them, and again, most of your professors will expect this. I will respond to all e-mails within 36 hours. Realistically, it will almost certainly be sooner than that, but there are several times during the quarter when I might need the full 36 hours to respond. Keep in mind, as well, that it is easier for me (and usually more useful to you) to answer long and/or complicated questions during student hours.

Are you reading this?

If you are, I want you to do me a favor. Send me a link to something you're really into right now. It could be a YouTube video of a song you have on repeat, your favorite meme, a clip from your favorite show, etc. It's not required, but it will show me that you read the syllabus, so that's something.

Students with Disabilities

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<http://osd.ucsd.edu/>). Students are required to discuss accommodation arrangements with their instructor (i.e. me) and the Department of Anthropology's OSD liaison **in advance** of any exams or assignments. Students authorized to receive reasonable accommodations should discuss their needs with me during office hours to ensure confidentiality. For additional information, contact the Office for Students with Disabilities: (858) 534-4382; email: osd@ucsd.edu; website: <http://osd.ucsd.edu>.

Emergency Preparedness

Please review the Campus Emergency Preparedness website for information on campus emergency procedures: <http://blink.ucsd.edu/go/emergencyplanning>

UC San Diego will be posting updates on the current campus situation to <https://coronavirus.ucsd.edu/>, and it is a good idea to check this site regularly.

Masking Policy

UCSD is requiring all people on campus to wear masks in indoor spaces, meaning masks will be required in class. UCSD recommends wearing a particulate-filtering respirator meeting either N95 or KN95 guidelines. Please note that UCSD does **not** consider single-layer cloth masks sufficient to be considered masked in indoor spaces.

Academic Integrity

Plagiarism and cheating are very serious offenses, with serious negative consequences for your academic career. Plagiarism includes both quoting someone without giving a citation and also using someone else's ideas without citing them. It is your responsibility to be familiar with and abide by UCSD's [Policy on Integrity of Scholarship](#), as well as your rights and responsibilities according to the [UCSD Student Conduct Code](#). In this course, you are expected to present your own original words and ideas in reflections, other writing assignments, and discussions. You are welcome and encouraged to discuss course material with your classmates, but you may *not* present other students' answers as your own. For written work, any words or ideas you adopt from another sources (whether verbatim or paraphrased) must be properly credited through citation. If you have any questions about plagiarism or how to properly cite sources, don't hesitate to ask me. That's what I'm here for.

For additional information, see <https://academicintegrity.ucsd.edu/faq/index.html>

Course Schedule (*subject to change*):

Week 1

Mon., Jan. 3

Lecture: Introduction to the course

Reading: None (yay!)

Weds., Jan. 5

Lecture: A (very brief) introduction to archaeology

Climate and society

Reading: [AMR] 1-16

Fri., Jan. 7

Discussion: What is civilization? How did it emerge?

Reading: [C] Feinman, Gary M., and Linda M. Nicholas. 2016. "Framing the Rise and Variability of Past Complex Societies." In *Alternative Pathways to Complexity: A Collection of Essays on Architecture, Economics, Power, and Cross-Cultural Analysis*, edited by Lane F. Fargher and Verence Y. Heredia Espinoza, 271-289. Boulder, CO: UP of Colorado.

[C] Wengrow, David, and David Graeber. 2015. "Farewell to the 'childhood of man': ritual, seasonality, and the origins of inequality." *Journal of the Royal Anthropological Institute* 21(3): 597-619.

Week 2 (Review Assignment 1 Due)

Mon., Jan. 10

Lecture: Studying past climates

Reading: [AMR] 17-31

Weds., Jan. 12

Lecture: Crash course in Levantine history and geography

Reading: [AMR] 32-43

Fri., Jan. 14

Discussion: Climate and human adaptations in the Pleistocene

Reading: [C] Gilligan, Ian. 2007. "Neanderthal extinction and modern human behaviour: the role of climate change and clothing." *World Archaeology* 39(4): 499-514.

[C] Roberts, Patrick, Christopher S. Henshilwood, Karen L. van Niekerk, Petro Keene, Andrew Gledhill, Jerome Reynard, Shaw Badenhorst, and Julia Lee-Thorp. 2016. "Climate, Environment, and Early Human Innovation: Stable Isotope and Faunal Proxy Evidence from Archaeological Sites (98-59ka) in the Southern Cape, South Africa." *PLoS ONE* 11(7): e0157408.

Assignment Due: Review Assignment 1

Week 3

Mon., Jan. 17 (MARTIN LUTHER KING, JR. HOLIDAY)

Lecture: MARTIN LUTHER KING, JR. HOLIDAY – NO LECTURE

Weds., Jan. 19

Lecture: The end of the Pleistocene in the Near East

Reading: [AMR] 44-69

Fri., Jan. 21

Discussion: The Younger Dryas and early forager-farmers

Reading: [C] Caracuta, Valentina, Mina Weinstein-Evron, Reuven Yeshurun, Daniel Kaufman, Alexander Tsatskin, and Elisabetta Boaretto. 2016. "Charred wood remains in the natufian sequence of el-Wad terrace (Israel): New insights into climatic, environmental and cultural changes at the end of the Pleistocene." *Quaternary Science Reviews* 131: 20-32.

[C] Lu, Houyuan, Zhenxia Liu, Naiqin Wu, Serge Berné, Yoshiki Saito, Baozhu Liu, and Luo Wang. 2002. "Rice domestication and climatic change: phytolith evidence from East China." *Boreas* 31: 378-385.

Week 4

Mon., Jan. 24

Lecture: An overview of Holocene environments in the Near East

Reading: [AMR] 70-102

Weds., Jan. 26

Lecture: Climate and the transition to farming societies

Reading: [AMR] 103-127

Fri., Jan. 28

Discussion: The role of major climatic events in early Holocene adaptations

Reading: [C] Maher, Lisa A., E. B. Banning, and Michael Chazan. 2011. "Oasis or Mirage? Assessing the Role of Abrupt Climate Change in the Prehistory of the Southern Levant." *Cambridge Archaeological Journal* 21(1): 1-29.

Week 5 (Review Assignment 2 Due)

Mon., Jan. 31

Lecture: Social complexity, urbanism, and collapse in the Early Bronze Age southern Levant

Reading: [AMR] 127-149

Weds., Feb. 2

Lecture: The 4.2k event and the Indus Valley civilization

Reading: [C] MacDonald, Glen. 2011. "Potential influence of the Pacific Ocean on the Indian summer monsoon and Harappan decline." *Quaternary International* 229: 140-148.

Fri., Feb. 4

Discussion: The 4.2k event and the collapse of Akkadian civilization

Reading: [C] Ur, Jason. 2015. "Urban Adaptations to Climate Change in Northern Mesopotamia." In *Climate and Ancient Societies*, edited by Susanne Kerner, Rachael J. Dann, and Pernille Bangsgaard, 69-95. Copenhagen: Museum Tusulanum Press.

[C] Weiss, H., M.-A. Courty, W. Wetterstrom, F. Guichard, L. Senior, R. Meadow, and A. Curnow. 1993. "The Genesis and Collapse of Third Millennium North Mesopotamian Civilization." *Science* 261(5124): 995-1004.

Assignment Due: Review Assignment 2

Week 6 (Midterm Due)

Mon., Feb. 7

Lecture: The collapse of the cosmopolitan Late Bronze Age Mediterranean

Reading: [C] Excerpts from Cline, Eric H. 2014. *1177 B.C.: The Year Civilization Collapsed*. Princeton, NJ: Princeton UP.

Weds., Feb. 9

Lecture: Comparative perspectives on "collapse" and "resilience"

Reading: [C] Butzer, Karl W. 2012. "Collapse, environment, and society." *Proceedings of the National Academy of Sciences* 109(10): 3632-3639.

Fri., Feb. 11

Discussion: Climate and the decline of the Neo-Assyrian Empire

Reading: [C] Schneider, Adam W., and Selim F. Adali. 2014. "'No harvest was reaped': demographic and climatic factors in the decline of the Neo-Assyrian Empire." *Climatic Change* 127(3-4): 435-446.

[C] Sołtysiak, Arkadiusz. 2016. "Drought and the fall of Assyria: quite another story." *Climatic Change* 136: 389-394.

[C] Schneider, Adam W., and Selim F. Adali. 2016. "A rather troubled tale: an examination of Sołtysiak's commentary concerning the roles of drought and overpopulation in the decline of the neo-Assyrian empire." *Climatic Change* 136: 395-399.

Assignment Due: Midterm

Week 7

Mon., Feb. 14

Lecture: Climate and Byzantine settlement in the Negev desert

Reading: [AMR] 150-171

Weds., Feb. 17

Lecture: The *other* 12th century collapse of the eastern Mediterranean

Reading: [C] Preiser-Kapeller, Johannes. 2015. "A collapse of the Eastern Mediterranean? New results and theories on the interplay between climate and societies in Byzantium and the Near East, ca. 1000–1200 AD." *Jahrbuch der Österreichischen Byzantinistik* 65: 195-242.

Fri., Feb. 18

Discussion: Climate proxies are trash: the case of Byzantine Elusa

Reading: [C] Bar-Oz, Guy, *et al.* 2019. "Ancient trash mounds unravel urban collapse a century before the end of Byzantine hegemony in the southern Levant." *Proceedings of the National Academy of Sciences* 116(17): 8239-8248.

Week 8

Mon., Feb. 21 (PRESIDENTS' DAY HOLIDAY)

Lecture: PRESIDENTS' DAY HOLIDAY – NO LECTURE

Weds., Feb. 23

Lecture: Climate, hazard, and disaster in the Andean Middle Horizon

Reading: [C] Goldstein, Paul S., and Francis J. Magilligan. 2011. "Hazard, risk and agrarian adaptations in a hyperarid watershed: El Niño floods, streambank erosion, and the cultural bounds of vulnerability in the Andean Middle Horizon." *Catena* 85: 155-167.

Fri., Feb. 25

Discussion: Climate, ecocide, and the collapse of the Classic Maya polity

Reading: [C] Medina-Elizalde, Martín, and Eelco J. Rohling. 2012. "Collapse of Classic Maya Civilization Related to Modest Reduction in Precipitation." *Science* 335(6071): 956-959.

[C] McNeil, Cameron L., David A. Burney, and Lida Pigott Burney. 2010. "Evidence disputing deforestation as the cause for the collapse of the ancient Maya polity of Copan, Honduras." *Proceedings of the National Academy of Sciences* 107(3): 1017-1022.

[C] Turner, B. L., II, and Jeremy A. Sabloff. 2012. "Classic Period collapse of the Central Maya Lowlands: Insights about human-environment relationships for sustainability." *Proceedings of the National Academy of Sciences* 109(35): 13908-13914.

Week 9

Mon., Feb. 28

Lecture: Climate and complexity in coastal southern California

Reading: [C] Kennett, Douglas J., and James P. Kennett. 2000. "Competitive and Cooperative Responses to Climatic Instability in Coastal Southern California." *American Antiquity* 65(2): 379-395.

Weds., Mar. 2

Lecture: Maladaptive exploiters or "Ecological Indians"?: The Hohokam

Reading: [C] Ravesloot, John C., J. Andrew Darling, and Michael R. Waters. 2009. "Hohokam and Pima-Maricopa Irrigation Agriculturalists: Maladaptive or Resilient Societies?" In *The Archaeology of Environmental Change: Socionatural Legacies of Degradation and Resilience*, edited by Christopher T. Fisher, J. Brett Hill, and Gary M. Feinman, 232-245. Tucson: University of Arizona Press.

Fri., Mar. 4

Discussion: The Ancestral Puebloan collapse

Reading: [C] Fowles, Severin. 2015. "Writing Collapse." In *Social Theory in Archaeology and Ancient History: The Present and Future of Counternarratives*, edited by Geoff Emberling, 205-230.

[C] Kohler, Timothy A., Mark D. Varien, Aaron M. Wright, and Kristin A. Kuckelman. 2008. "Mesa Verde Migrations: New archaeological research and computer simulation suggest why Ancestral Puebloans deserted the northern Southwest United States." *American Scientist* 96(2): 146-153.

Week 10 (Review Assignment 3 Due)

Mon., Mar. 7

Lecture: The ecocide that wasn't: the case of Rapa Nui (Easter Island)

Reading: [C] Mieth, Andreas, and Hans-Rudolf Bork. 2010 "Humans, climate or introduced rats — which is to blame for the woodland destruction on prehistoric Rapa Nui (Easter Island)?" *Journal of Archaeological Science* 37(2): 417-426.

[C] Rainbird, Paul. 2002. "A message for our future? The Rapa Nui (Easter Island) ecodisaster and Pacific island environments." *World Archaeology* 33(3): 436-451.

Weds., Mar. 9

Lecture: Wrapping things up: summary and some theoretical perspectives

Reading: [C] Middleton, Guy D. 2012. "Nothing Lasts Forever: Environmental Discourses on the Collapse of Past Societies." *Journal of Archaeological Research* 20(3): 257-307.

Fri., Mar. 11

Discussion: Where do we go from here?

Reading: [AMR] 172-180

[C] Hudson, Mark J., Mami Aoyama, Kara C. Hoover, and Junzō Uchiyama. 2012. "Prospects and challenges for an archaeology of global climate change." *Wiley Interdisciplinary Reviews: Climate Change* 3: 313-328.

Assignment Due: Review Assignment 3

Take-home Final Due: Weds., Mar. 16, 11:59 PM