SYLLABUS DRAFT

Advanced Topics in Geomorphology
GEOARCHAEOLOGICAL THEORY & METHODS
GEOG – 5202/6202-- section 001 Spring 2019
Lectures//Class meetings: (H 9:10 - 10:30 SW 135)

Dr Kathleen Nicoll, Associate Professor, Department of Geography
Office: GC 4726 Telephone: 801-585-5800
Email: kathleen.nicoll@gmail.com Facebook: Geomorphology Rules
Office Hours: T 11:00-12:00 pm; Th 3:00-4:00 pm. I am often available before class
** may also be arranged by appointment & changes will be announced
Class meets Th 4:35 – 7:35 pm in GC 5620
The field trip date (and rain date) will be confirmed the first week of class.

U of U Catalog Entry Geoarchaeological Theory & Methods: (4 credits) Prerequisite: GEOG 3200
(Introduction to Geomorphology: Mountains, Rivers, Deserts) or instructor's consent. This is an advanced
interdisciplinary course elements of geology, climate, hydrology, and landscape ecology. Topical
coverage will alternate each year to include Arid Lands and Geoarchaeology. Students will read primary
published literature and do problem sets on specific topics. A field trip will provide an opportunity to see
local examples of related landforms discussed.

COURSE OBJECTIVES

How can we accurately reconstruct the behavior of ancient people in their built cultural contexts, and understand our ancestors and their environments? Geoarchaeology is an interdisciplinary science that involves various scientific approaches to assess traces of human behavior that have become embedded at sites within the physical environment. As geological techniques are employed to reconstruct past environments at archaeological sites, we reconstruct the physical contexts that affect and reflect cultural adaptations.

Class readings, lectures, exercises and field trip focus on the physical, biological, geomorphic, temporal, and human components of archaeological site formation and assessment. We have the following primary objectives:

- To better understand the detailed processes by which humans interacted with and influence their physical environment and the material record;
- To understand how archaeological sites are formed in the environment;
- To gain familiarity with some of the analytical methods by which archaeologists and geologists analyze these sites;
- To hone your ability to read and critically evaluate the primary research literature.
The course organization will center on this question: how do geomorphic and soil processes impact the archaeological record, and how can we use various Earth science-based methods to identify, understand and interpret archaeological sites? This class will probably place most emphasis on 1) dirt -- soil and sediment properties and classification, 2) geomorphic processes, 3) approaches and examples of ancient or paleoenvironmental reconstruction, and 4) various analytical techniques, including geophysical (non-destructive) techniques. All four of these fundamental concepts can be related to archaeological site formation processes, and we will emphasize archaeological “case studies.” Some data-interpretation exercises will be assigned to provide hands-on experience with the application of these concepts to archaeological interpretation, and students will research a specific and defined topic and deliver a 30-minute presentation (with notes for hand-outs to classmates).

**SPECIFIC LEARNING OUTCOMES**

1. Study how geoarchaeologists approach the landscape in discovering, delineating, and assessing cultural sites;
2. Understand the primary dating and other methodologies useful for reconstructing human activity at archaeological and Quaternary sites;
3. Gain familiarity with study biases, as well as the primary limitations of analytical techniques and dating results;
4. Explain in detail the major geomorphic and biotic processes affecting the formation and preservation of archaeological sites;
5. Read and discuss classic and current published scientific literature about archaeological landforms, environment and people;
6. Converse in an informed manner about the major environmental issues facing people during antiquity and relate these themes in the discourse of archaeological investigation;
7. Present an effective summation of ideas and lead an effective discussion of geoarchaeological literature read by the class;
8. Apply what you have learned at home and in the field.

**REQUIREMENTS**

This is an upper-level course and some content mastery is required from introductory coursework in the Geography major. Students are expected to be geographically literate and have the foundational mastery on topics. Basic internet fluency is necessary. Some class exercises will require internet access and use of Google Earth freeware. Some familiarity with GIS software is nice but not required (licenses available from the department).
REQUIRED READINGS WILL BE FREELY GIVEN

- I will provide you with relevant scans of articles and chapters from various useful textbooks. These will be circulated to you – either via Canvas, in an online folder in my Google Drive, or by a flash drive.
- I will provide you with LOADS OF RESOURCES that are not required – but that you might find useful or interesting. Most of the “Additional Course Materials” are scans -- include article pdfs, maps, etc.

CLASS FIELD TRIP

One required all day Saturday Field Trip will be held -- but I do have to get confirmation from the Motor Pool. Students attending and participating will be given full credit in this course. Those not attending will start their grade at a B. On the first day of class, I will announce the confirmed date and a rain date. Details will be announced the second week of class. The trip will be held from 8 am–6 pm, or thereafter, departing from and returning to a locale at the U. Attending students must sign a ‘liability waiver’ form.

CLASS PERFORMANCE:

There will be a short final exam, in-class presentations, a draft paper, a final paper, discussions, and a few assignments and class discussions. I will present the way to study for the exams – they will have objective questions (multiple choice, fill-ins, etc), graphic interpretations, equations, power-point slides, and short answers. Exams will cover lecture materials, audio-visuals, text and any additional readings and homework assigned and you will be coached significantly. Turned-in papers will be tested for plagiarism.

Accommodations: In compliance with the Americans with Disabilities Act of 1990, The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If any student needs accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with students and course instructors to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services; students requiring this service must advise the Center of their needs.

Structure & Purpose of Lectures, Readings and Assignments: Two lecture periods are scheduled for each week; your attendance and participation is essential. Lectures, readings, assignments, and the offered field trip all complement and reinforce each other. Lectures provide the structure of the course, discussion of key issues, and additional material will be presented. The content of the lectures will be at the discretion of the
professor, and will not simply recap material in the text. Independent work assignments are part of this course. Occasional guest appearances by other faculty members or graduate students may occasionally be scheduled; students are expected to learn this material as well.

We follow University policies: [http://regulations.utah.edu/miscellaneous/10-003.php](http://regulations.utah.edu/miscellaneous/10-003.php)

Class participation is critical. Careful and critical reading and taking your own notes is important. Students should aim to read on topics in advance of the schedule specified in the topical outline that is handed out with this syllabus. Part of the learning process is to learn how to educate yourself! Additional concepts that may not be presented during the lecture period. The key is to find your own motivation and learn to find information.

Assignments will be made to individuals and groups. They are designed to provide practice with methods, concepts and topics introduced in the lectures and readings. The assignments will vary throughout the semester.

Note: Your professor may elect to use a plagiarism detection service in this course, in which case you may be required to submit your paper to a service as part of your assignment.

**Field Trip:** To better familiarize you with our landscape (and to provide a chance to enjoy the outdoors), we plan an all day-long trip. Field Trip attendance is MANDATORY because it is so helpful. Students who do not attend the field trip will be not be able to earn an A mark in the class. There will be a rain date announced in case of inclement weather – but there will not be a make-up field trip opportunity. Details will be announced.

Those attending should plan on spending ALL day from 8 am until 6 pm on the trip, and should bring your own pack lunch and water/drinks). We will likely be outside in the elements (full sun or rain) for much of the time, so make sure to come prepared – bring sunglasses, wear good sunscreen and a sunhat. There will be some walking involved, but there may be some amounts of difficult hiking required on the course. Please wear reliable footwear (sneakers, boots, or other closed shoes) and full-length trousers (i.e., not shorts). Recommendations: sunglasses, day pack, watch, chapstick, extra snacks, more water than you think you will want… camera, notebook, pens, clipboard.

Again, the date and rain date will be announced the first week of term.

Full details about the trip will be announced the second week of the semester.
Grading and Policies Thereof:

Students taking this course for the 6202 credit will do more work and they will be held to a higher standard than the 5202 students. Your grade will be assigned based upon your performance on assigned work, quizzes, exams, the class assignments and problem sets, some quizzes and participation. The responsibility for earning a grade is placed squarely on the shoulders of the student taking this course. Course grades will be determined by how much material each student can show they have learned, as follows:

1. Final Paper 200 points.
2. Draft of Paper 100 points.
3. Topical Presentation(s) 200 points.
4. Quizzes – any Exams - Essays 100 points total.
5. Participation in class and field trip 200 points**

Total 800 points

Students who do not hand in materials for unexcusable reasons (as defined by the university) cannot by design earn an A in the course. Work must be turn in on time.

Details of the exam will be announced. The material presented in this course is cumulative, but each exam will emphasize the material covered since the previous exam, as specified in the timetable outline handed out at the first lecture. The exam will involve real world scenarios.

The standard rules of examinations are set by the department and University policies. Make-up exams and quizzes are not routine in this course, and may only offered at the discretion of the Professor upon evidence of medical reasons or extreme extenuating circumstances. Requests for any make-up exams must be placed in writing to Dr Nicoll within 24 hours of the exam; if granted, the time and format of any make-ups is at her discretion, and shall occur within 10 days of the originally scheduled exam or quiz.

Students with special needs as defined by the university must consult with the Center for Disabilities early in the semester to arrange accommodations such as extra exam time.

Participation: Points will be based on attendance, in-class exercises, homework assignments, and participation during the scheduled lecture meetings.

Attendance at class lectures is squarely the responsibility of the student; any online versions of lecture notes do not stand alone. For most students, success in this course will require regular attendance, attention to the readings and lecture, and studying the
material. Attendance allows the opportunity to ask questions, and hear other students’ questions answered. Questions and discussion are welcome.

**Expectations:** This class is an upper-level offering and it is worth four credit hours. As such, following the University definition, mastery of the course content should require a minimum investment of 8 study hours/week on the part of each student. This 8 hours of studying is intended IN ADDITION TO the hours the student must spend attending the lecture during the class period itself. This definition is prescribed by the university and is meant to offer the student a standard for achievement. Hence, enrolled students should examine their commitments to evaluate whether they might have the required amount of time to devote to this class, and considering the others in their load.

Work must be turned in on time.

The professor recommends that students come to class having read the prescribed materials. Use the textbook(s) to guide your study.

If students have problems understanding the material, or would like to discuss their grades, they should arrange to see the Professor early.

In-class quizzes and other exercises may be impromptu at the discretion of the instructor, and shall not normally be offered to those not in attendance. If extenuating circumstances exist, these may be documented in writing for consideration.

**Extra credit** is not offered upon request of the students. Please do not ask for it.

**Grade Stress:** Students facing marking difficulties should examine their priorities, and whether they are investing in the appropriate reading and study strategies for 8 hours a week on the part of this class. Those students who have concerns should seek advice.

**Class Conduct:** Students are expected to abide by suitable classroom conduct policies; the lecture period is meant to foster learning, and students should cooperate toward that goal. The Professor shall reserve the right to preserve the integrity of the classroom as such. For example, disruptive students may be asked to leave.

During the lecture period and/or field exercises, students should exercise respect and constraint and they may not speak on communication devices, mobile phones, or engage in activities such as text messaging, IMing, web surfing, gaming, or other related activities. During the lecture period, all media devices (e.g. pagers, phones, etc) should be silenced. Students **may not** take notes on laptop computers, phones, PDAs, blackberries, or tape recorders unless they have sufficient accommodation.

Students who eat cheeseburgers, distract the lecture, harm the feelings of other classmates, engage in threatening behavior, or break rules may be called out, or asked to leave the classroom.
Students who are engaged in other activities (e.g. chatting, speaking on the phone, texting, etc) are not contributing to the learning environment need to examine their intentions. When such students are disruptive to others, this is a violation of the code and it demonstrates a lack of respect. Other students and/or the Professor may issue warnings, and might ask such students to leave.

Policies on appealing grades follow those prescribed by the university and the department. First and foremost, students are encouraged to discuss their grades and related matters during office hours or another scheduled time period with the Professor. Students may raise any concerns or problems with the course material, lectures, exam questions, in person, or in writing. Requests for re-grades must be put in writing within 1 week after papers are returned.

Students who feel they are not performing to the grade they would wish to earn are encouraged to evaluate their study strategies, and consult with the Professor. Any student who seems to be failing or otherwise struggling may be called in for a meeting with the Professor. This call-in consultation is mainly to touch base, and should not be viewed with hostility by the student; simply put, the Professor wishes to express concern, and does not wish anyone to fail.

Upon enrollment through the third lecture, students will indicate by their presence on the official roster that they are taking this course, and that they have read and understand the policies outlined herein.

UNIVERSITY POLICIES PERTINENT TO THE CLASSROOM

All policies are outlined online at: [http://admin.utah.edu/faculty_handbook/teaching-and-student-relations](http://admin.utah.edu/faculty_handbook/teaching-and-student-relations)

During exams, tests and quizzes, the University and department policies apply, as does a modicum of jurisprudence on the part of all students. Adherence to the general code of honor is expected on the part of students. Students may only represent themselves in the context of their work.

Students are advised that turned in work may not be plagiarized. Cutting and pasting from the internet is not tolerated; ideas should be rewritten. The University has firm policies about instructional offences; they are not tolerated under any circumstances. Penalties are severe. In general, instructional offences involve some form of deceit or trickery, such as plagiarizing or copying. This form of offence involves the use and passing off the work of someone else (including other students) as one’s own, without giving credit to another. To recap the prevailing University rules and regulations:

* Academic misconduct will not be tolerated. Penalties may include failure of an assignment, the entire course, and/or the filing of formal charges with appropriate university authorities. Academic misconduct includes, but is not limited to, cheating, misrepresenting one’s work, and plagiarism:
* Cheating involves the unauthorized possession or use of information in an academic exercise, including unauthorized communication with another person during an exercise such as an examination.
* Misrepresenting one’s work includes, but is not limited to, representing material prepared by another as one’s own work or submitting the same work in more than one course without prior permission of all instructors.
* Plagiarism means the intentional unacknowledged use or incorporation of any other person’s work in one’s own work offered for academic consideration or public presentation.

**Accommodations:** In compliance with the Americans with Disabilities Act of 1990, The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If any student needs accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with students and course instructors to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services; students requiring this service must advise the Center of their needs.

**Student Athletes and others with commitments (military personnel, police, fire service personnel, etc)** must inform the Professor about schedule requirements should they be required to miss class or field trips, or leave town. We try to make things work.

**For details about the Geography Major (or Minor):** … Please make an appointment!

**If you would wish letters of recommendation or support now, or in the future:** please note that a two week lead time is needed for Dr Nicoll to meet any deadlines.

**Any Questions:** May be directed to the Dr Nicoll. Modifications to this document may be made at the discretion of the instructor. Announcements will be made in class as needed.

**ADA STATEMENT VERBATIM** “The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.” [www.hr.utah.edu/oeo/ada/guide/faculty/](http://www.hr.utah.edu/oeo/ada/guide/faculty/)

**WELLNESS STATEMENT VERBATIM** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness. Online, consult these resources: [www.wellness.utah.edu](http://www.wellness.utah.edu). Call 801-581-7776.
ADDRESSING SEXUAL HARASSMENT VERBATIM  Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Research Ranking of the University  The University of Utah is the only institution in the state classified in the highest research category (R1). At the University of Utah, you students will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

Accommodations, restated  In compliance with the Americans with Disabilities Act of 1990, The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If any student needs accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with students and course instructors to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services; students requiring this service must advise the Center of their needs.

Equal Access Statement  The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and instructors to make arrangements for accommodations. All written information in the course can be made available in alternative format with prior notification to CDS.

Addressing Sexual Misconduct  Title IX makes it clear that violence and harassment based on sex and gender, which includes sexual orientation and gender identity/expression, is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information.

If you or someone you know has been harassed or assaulted on the basis of your sex, including sexual orientation or gender identity/expression, you are encouraged to report it...
to the University’s Title IX Coordinator; Director, Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or to the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to police, contact the Department of Public Safety, 801-585-2677(COPS). Additional information regarding reporting and victim supportive resources are available at the offices listed.

Attention student veterans: the U of Utah has a Veterans Support Center on campus, in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: [http://veteranscenter.utah.edu](http://veteranscenter.utah.edu) Please also let me know if you need any additional support in this class for any reason.

Attention all students, and in particular those members of the LGBTQ community: my classroom is a safe zone*. Additionally, please know that the U of Utah has a Resource Center on campus in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. Visit their website: [http://lgbt.utah.edu](http://lgbt.utah.edu) Please advise if there is additional support you need.

If English is your second language, there are several resources on campus that will support you with language development and writing: the Department of Linguistics ESL Program [http://linguistics.utah.edu/esl-program/](http://linguistics.utah.edu/esl-program/) ; Writing Center [http://writingcenter.utah.edu/](http://writingcenter.utah.edu/) ; the Writing Program [http://writing-program.utah.edu/](http://writing-program.utah.edu/) ; the English Language Institute [http://continue.utah.edu/eli/](http://continue.utah.edu/eli/) Please note that access to translators and dictionaries is not permitted during the exams. Students may not consult notes, texts, papers, calculators, papers, written materials, or each other during exams.

Attention all students: Please note that access to translators and dictionaries is not permitted during the exams. Students may not consult notes, texts, papers, calculators, papers, written materials, or each other during exams.

**Important Dates for the 2019 Spring Term**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Monday, January 7, 2019</td>
</tr>
<tr>
<td>Last day to register without a permission code</td>
<td>Friday, January 11, 2019</td>
</tr>
<tr>
<td>Last day to drop (delete) classes</td>
<td>Friday, January 18, 2019</td>
</tr>
<tr>
<td>Last day to register, elect CR/NC, or audit classes</td>
<td>Friday, January 18, 2019</td>
</tr>
<tr>
<td>Last day to withdraw from classes</td>
<td>Friday, March 8, 2019</td>
</tr>
<tr>
<td>Spring break</td>
<td>March 10-17, 2019</td>
</tr>
<tr>
<td>Last day to reverse CR/NC option</td>
<td>Friday, April 19, 2019</td>
</tr>
<tr>
<td>Day to Start Studying Harder</td>
<td>TODAY – Don’t Delay</td>
</tr>
<tr>
<td>Classes end</td>
<td>Tuesday, April 23, 2019</td>
</tr>
</tbody>
</table>

Note: The course syllabus may be modified by the instructor when the student is given reasonable notice of the modification.
**Emergency Preparedness Plan**  Students taking this class must be familiar with the campus Emergency Preparedness Plan. Each building has its own evacuation plan. Should there be a drill or an actual emergency that requires a building evacuation, please assemble at the appointed “EAP” (Emergency Assembly Point) and check in with the Prof or class instructor, who will take attendance. Please follow all instructions given. Do not leave the area until you are given permission to do so by your course instructor. Emergency protocols are online here: [http://emergencymanagement.utah.edu/eap](http://emergencymanagement.utah.edu/eap) and we will post information online via CANVAS.

The EAP for us is located just above here^ on the southeast side of Marriott Library.

** If our EAP area is unsafe, proceed carefully uphill to another location by the Garff Executive Education Building (Business school).
Below is the TOPICAL OVERVIEW from 2017, so the dates in the schedule are not current. This is presented for your information. In 2019, we will develop this timetable together. We will build the course content and organize the timing around the class field trip and our enrollment. Because we have yet to finalize the date of the fieldtrip and the rain date.

<table>
<thead>
<tr>
<th>2017 Class</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 1/10</td>
<td>Syllabus handout</td>
</tr>
<tr>
<td>H, 1/12</td>
<td>Course overview – basic definitions</td>
</tr>
<tr>
<td>T, 1/17</td>
<td>Example – Sand Pueblo</td>
</tr>
<tr>
<td>H, 1/19</td>
<td>Dendrochronology</td>
</tr>
<tr>
<td>T, 1/24</td>
<td>Example of Jordan River geoarch</td>
</tr>
<tr>
<td>H, 1/26</td>
<td>4. Intro methods – Ethics</td>
</tr>
<tr>
<td>T, 1/31</td>
<td>5. who owns pastEx: Elgin marbles, Kennewick Man</td>
</tr>
<tr>
<td>H, 2/2</td>
<td>Organize talks – hand out resources</td>
</tr>
<tr>
<td>T, 2/7</td>
<td>Radiocarbon dating – controversies</td>
</tr>
<tr>
<td>H, 2/9</td>
<td>Site formation, Taphonomy &amp; post-depositional</td>
</tr>
<tr>
<td>T, 2/14</td>
<td>Dirt – My sediments exactly</td>
</tr>
<tr>
<td>H, 2/16</td>
<td>Soils, rock art, chemistry</td>
</tr>
<tr>
<td>T, 2/21</td>
<td>Caves and Springs, Streams</td>
</tr>
<tr>
<td>H, 2/23</td>
<td>More about… Streams</td>
</tr>
<tr>
<td>T, 2/28</td>
<td>Other methods of dating – Bones, etc</td>
</tr>
<tr>
<td>H, 3/2</td>
<td>Geophysical methods</td>
</tr>
<tr>
<td>T, 3/7</td>
<td>Lakes Lakes</td>
</tr>
<tr>
<td>H, 3/9</td>
<td>EIS contract archy case study I</td>
</tr>
<tr>
<td>T, 3/14</td>
<td>→ Class does not meet – Spring Break</td>
</tr>
<tr>
<td>H, 3/16</td>
<td>→ Class does not meet – Spring Break</td>
</tr>
<tr>
<td>T, 3/21</td>
<td>EIS contract archy case study II +</td>
</tr>
<tr>
<td>H, 3/23</td>
<td>1. student presentation</td>
</tr>
<tr>
<td>T, 3/28</td>
<td>2. student presentation</td>
</tr>
<tr>
<td>H, 3/30</td>
<td>Pre-trip field trip introduction and logistics</td>
</tr>
<tr>
<td>Sat 4/1</td>
<td>FIELD TRIP PLANNED – Will confirm ASAP</td>
</tr>
<tr>
<td>T, 4/4</td>
<td>3. student presentation</td>
</tr>
<tr>
<td>H, 4/6</td>
<td>NO CLASS - BUY because Prof is at the AAG meeting</td>
</tr>
<tr>
<td>T, 4/11</td>
<td>4. student presentation</td>
</tr>
<tr>
<td>H, 4/13</td>
<td>5. student presentation</td>
</tr>
<tr>
<td>T, 4/18</td>
<td>6. student presentation</td>
</tr>
<tr>
<td>H, 4/20</td>
<td>7. student presentation</td>
</tr>
<tr>
<td>T, 4/25</td>
<td>RECAP Why this matters?</td>
</tr>
</tbody>
</table>

**Paper draft I is DUE**

**FINAL PAPER IS DUE**

Note: there is not a cumulative final offered during the finals week.

- last class meeting