

# HISTORY 104 001 WN 2017

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## History 104: History, Science, & Politics in the Anthropocene

MW 1-2:30 pm, 1436 Mason Hall

**The Anthropocene: a new age, in which humans have become a geological force. Its signs are everywhere: warming climate, toxins in food chains, desolate landscapes left by resource extraction. But when did this age begin? The dawn of agriculture? The industrial revolution? The advent of nuclear weapons and the invention of plastic? And how did it unfold?**

**This course offers a historical field guide to the Anthropocene, its planetary transformations, and the raging debates about its origins and manifestations.**

### Learning objectives

Students will emerge better equipped to understand a variety of historical and contemporary issues surrounding climate change, energy futures, and the politics of science and technology.

They will also develop the following skills:

- Taking a “long view” and applying it to critical thinking about current events
- Understanding path dependence in problems of energy and environment
- Critiquing historical writing
- Making persuasive arguments, both orally and in writing
- Analytic and synthetic reasoning
- Thinking about the future “outside the box”

### Your work

**Reading:** You will be assigned an average of 70-100 pages of reading a week -- sometimes more, sometimes less. Some sessions will also include videos for you to watch in advance of class. In general, our expectation is that you spend 4-6 hours every week on class preparation. You are expected to do *all* the assigned reading and video watching *before* each class.

**Logs:** You must turn in a reading/video log for each class session. These are graded, and they are a vital component of the course. We will post separate log forms for each class session on Canvas. You should download the form corresponding to each session, fill it out, and (a) post it to Canvas, *and* (b) bring a printout to class. (Yes, both of these steps are necessary every time.)

**Class participation:** Participating in class discussion is an essential part of learning. You are expected to contribute regular, thoughtful comments that reflect completion of the assigned readings and engagement with the material. Active participation will be an important component of your overall grade. Your comments may also draw upon the week’s news or other material, as long as you can make clear the relationship of such material to the assigned reading and the topic at hand. Feel free to raise questions about anything in the reading that you didn’t understand: such questions are also a valuable way of advancing the discussion. *Note that attendance, while essential, is not equivalent to participation. See the course contract for details on the attendance policy.*

**Final project:** You will work on one major project during the semester. You’ll have a choice of topics (such as the history of an energy source, or the lifecycle of a product or material). The project takes place in four stages: (1) proposal; (2) rough draft; (3) final draft; (4)

presentation, which must include a visual dimension such as a work of art, a slideshow, or a video. We have set aside several class sessions to work on these projects, but the bulk of your work will be done outside of class. Details and deadlines will be handed out separately.

## Grading

Reading logs: 30%

Discussion participation: 30%

Final project: 40%



## Course materials

Most readings are linked directly from the Canvas site. In addition, two required books have been ordered through Wolverine Access and should be available at local bookstores and online vendors. **Please obtain these right away, as they are required for the first full week of class:**

Roy Scranton, *Learning to Die in the Anthropocene: Reflections on the End of a Civilization* (City Lights Books, 2015)

Christophe Bonneuil & Jean-Baptiste Fressoz, *The Shock of the Anthropocene* (Verso, 2015)

## Course policies and expectations

Attendance is mandatory, timeliness is expected, be courteous to each other and to the instructors, no cell phones, etc, etc. For full details, please read the [Course Contract](#)   carefully, which includes a statement on academic honesty. **One copy of the contract must be initialed, signed, and returned no later than January 11, or you forfeit your place in the course.**

## Accommodations

Students with learning differences or challenges are encouraged to take advantage of university resources. **Within the first two weeks of class**, please inform us if you require accommodations. We are more than happy to support your needs. Documentation is required for all requests.

### Week 1


January 4 — Introduction

### Week 2

January 9 — [Planetary](#)  [boundaries](#)  

Jonathan Foley, "[Boundaries for a Healthy Planet](#)  , " *Scientific American* 302, no. 4 (2010): 54-57

[Shock, Chapter 1](#)  [\\_ \(https://books.google.com/books?id=5QJiCAAQBAJ&printsec=frontcover#v=onepage&q&f=false\)](https://books.google.com/books?id=5QJiCAAQBAJ&printsec=frontcover#v=onepage&q&f=false)

[Earth: The Operator's Manual](#)  [\\_ \(http://earththeoperatorsmanual.com/feature-video/earth-the-operators-manual\)](http://earththeoperatorsmanual.com/feature-video/earth-the-operators-manual) (PBS, 2011, 53 min). Ideally, watch and discuss with a classmate or friend, in full screen mode at 720p resolution. For more information about any point made in the video, see the annotated script, which provides sources for all claims (click the green "e" symbol to

the left of any sentence in the script.)

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**January 11 — [The Anthropocene: what's at stake?](#)**  

*Learning to Die*, Introduction and Chapters 2-3

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### Week 3

**January 16 — NO CLASS — MLK Day**

**January 18 — [Humans and energy](#)**  

*Learning to Die*, ch 1

*Shock* ch 5

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### Week 4

**January 23 — [Electrification](#)**  

Richard White, [The Organic Machine: the Remaking of the Columbia River \(1995\), ch 3](#)  

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**January 25 — [Early climate knowledge](#)**  


James Fleming, [Historical Perspectives on Climate Change](#)

<http://site.ebrary.com.proxy.lib.umich.edu/lib/umich/reader.action?docID=10358445&ppg=26> (Oxford, 1991), Chapters 1-2, 4, and 6

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### Week 5

**January 30 — [Fossil fuels and geopolitics](#)**  

Timothy Mitchell, "[Carbon Democracy](#)  ." *Economy and Society* 38:3 (2009): 399-432.

**Video:** Watch the PBS documentary series

[The Prize: Part 2, Empires of Oil](https://www.youtube.com/watch?v=NBNglDyOoYw&list=PLOr8q_slscQNSXOzbaEUUZf_83FeEyJZx) [\\_ \(https://www.youtube.com/watch?v=NBNglDyOoYw&list=PLOr8q\\_slscQNSXOzbaEUUZf\\_83FeEyJZx\)](https://www.youtube.com/watch?v=NBNglDyOoYw&list=PLOr8q_slscQNSXOzbaEUUZf_83FeEyJZx)



[\\_ \(https://www.youtube.com/watch?v=NBNglDyOoYw&list=PLOr8q\\_slscQNSXOzbaEUUZf\\_83FeEyJZx\)](https://www.youtube.com/watch?v=NBNglDyOoYw&list=PLOr8q_slscQNSXOzbaEUUZf_83FeEyJZx)

(53 minutes)

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## February 1 — War and/in the Anthropocene

Shock, Ch 6

**Video:** Watch the PBS documentary series

[The Prize: part 7, The Tinderbox](https://www.youtube.com/watch?v=wYMQH7J8Q8Y) [\(https://www.youtube.com/watch?v=wYMQH7J8Q8Y\)](https://www.youtube.com/watch?v=wYMQH7J8Q8Y)



[\(https://www.youtube.com/watch?v=wYMQH7J8Q8Y\)](https://www.youtube.com/watch?v=wYMQH7J8Q8Y)



(53 minutes)



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## Week 6

### February 6 — [The Cold War: computers, weather prediction, and weather control](#)

William Winter, "[We CAN Control the Weather](http://blog.modernmechanix.com/we-can-control-the-weather/)" [\(http://blog.modernmechanix.com/we-can-control-the-weather/\)](http://blog.modernmechanix.com/we-can-control-the-weather/), *Mechanix Illustrated* (January 1948). You can scroll down to read a transcription of the text — but it's more interesting to read the original pages one by one.

G. W. Platzman, "[The ENIAC Computations of 1950 — Gateway to Numerical Weather Prediction](#),"   *Bulletin of the American Meteorological Society* 60, no. 4 (1979): 302-12. You can skim this one; the purpose of it is to give you a sense of just how different computers and computer modeling looked in the early days of digital computers. (The ENIAC was the first American electronic digital computer, built during World War II but not completed until months after the war ended in 1945.)

James R. Fleming, *Fixing the Sky: the Checkered History of Weather and Climate Control* (New York: Columbia University Press, 2010), [Chapter 6](#)  

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### February 8 — [The consumer society I](#)

Shock ch 7

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## Week 7

### February 13 — [Nuclear power I](#)

Sonja D. Schmid, "[When safe enough is not good enough: Organizing safety at Chernobyl](#),"   *Bulletin of the Atomic Scientists* 67 (2011): 19-29.



Brian Wynne, "[Misunderstood Misunderstandings: Social Identities and the Public Uptake of Science](#),"   *Public Understanding of Science* 1 (1992): 281-304.

Jacob Hamblin, "[Fukushima and the Motifs of Nuclear History](#),"   *Environmental History* (2012): 1-15.

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## February 15 — Consumer electronics: energy and life cycle analysis



Blaine Harden, "[A Black Mud from Africa Helps Power the New Economy,](#)"   *New York Times*, August 12, 2001.

Phaedra C. Pezzullo, "[What Gets Buried in a Small Town: Toxic E-Waste and Democratic Frictions in the Crossroads of the United States,](#)"   in Stephanie Foote and Elizabeth Mazzolini eds., *Histories of the Dustheap: Waste, Material Cultures, Social Justice*, (MIT Press, 2012): 119-146.

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## Week 8

### February 20 — Renewable energy

REN21. [Renewables 2015: Global Status Report](#)  . Paris, France: REN21 Secretariat, 2015. Read the Executive Summary and Global Overview, pp. 17-37. Skim other parts of the report that interest you.

#### Video:

[Powering the Planet](#) [\\_ \(http://earththeoperatorsmanual.com/feature-video/powering-the-planet\)](http://earththeoperatorsmanual.com/feature-video/powering-the-planet) (PBS, 2011, 53 min). Ideally, watch and discuss with a classmate or friend, in full screen mode at 720p resolution. For more information about any point made in the video, see the annotated script, which provides sources for all claims (click the green "e" symbol to the left of any sentence in the script.)

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### February 22 — Final project planning and preparation

[download final project description](#)  

**Winter Break: February 27 - March 1 — NO CLASS**

## Week 9

### March 6 — Agriculture, resources, and *Limits to Growth*

G. Cunfer and F. Krausmann, "[Sustaining Agricultural Systems in the Old and New Worlds: A Long-Term Socio-Ecological Comparison](#)"  , in SJ Singh, S Jit, H Haberl, M Chertow, M Mirtl, and M Schmid, eds., *Long Term Socio-Ecological Research: Studies in Society-Nature Interactions Across Spatial and Temporal Scales*. Dordrecht: Springer Netherlands, 2013, pp. 269-296.

#### Video:

[Last Call](https://www.youtube.com/watch?feature=player_embedded&v=0141gupAryM) [\\_ \(https://www.youtube.com/watch?feature=player\\_embedded&v=0141gupAryM\)](https://www.youtube.com/watch?feature=player_embedded&v=0141gupAryM), a historical review of the Limits to Growth debates (The Video Project, 2013, 5 min)

Club of Rome,

["What was the Message of 'The Limits to Growth'?"](https://www.youtube.com/watch?v=qHGdjdGwUA) [\\_ \(https://www.youtube.com/watch?v=qHGdjdGwUA\)](https://www.youtube.com/watch?v=qHGdjdGwUA)



<https://www.youtube.com/watch?v=qHGdjdcGWUA>

(10 min)

Dennis Meadows (one author of Limits to Growth), [retrospective talk at the Smithsonian Institution](https://www.youtube.com/watch?v=f2oyU0RusiA) (<https://www.youtube.com/watch?v=f2oyU0RusiA>) (2012, 48 min). You can skip the intro by Roberto Peccei if you want. Meadows' presentation starts at about minute 5.



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**Recommended:** [The Limits to Growth](http://www.donellameadows.org/wp-content/userfiles/Limits-to-Growth-digital-scan-version.pdf) (<http://www.donellameadows.org/wp-content/userfiles/Limits-to-Growth-digital-scan-version.pdf>) (1972), especially the Introduction and Chapters 1-2.

You can also play with a [World3 model simulator](http://www.world3simulator.org/) (<http://www.world3simulator.org/>), and examine how each part of the model works. Allow the web page to run Java if it challenges you — it's safe.

### March 8 — The global commons: zooming in on the Arctic

Marybeth Long Martello, ["Arctic Indigenous Peoples as Representations and Representatives of Climate Change,"](#)   *Social Studies of Science*, Vol. 38 (3) 2008: 351-376.

Joslyn Cassady, ["A Tundra of Sickness: The Uneasy Relationship between Toxic Waste, TEK, and Cultural Survival,"](#)   *Arctic Anthropology*, Vol. 44 (1) 2007: 87-98.

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## Week 10

### March 13 — Nuclear winter, the ozone hole, and climate politics

Andrew Revkin, ["Hard Facts About Nuclear Winter,"](#) *Science Digest*, March (1985): 64-68, 77

Philip Shabecoff, ["Global Warming Has Begun, Expert Tells Senate](http://www.nytimes.com/1988/06/24/us/global-warming-has-begun-expert-tells-senate.html?src=pm) (<http://www.nytimes.com/1988/06/24/us/global-warming-has-begun-expert-tells-senate.html?src=pm>)," *New York Times*, June 24, 1988 (2 pp.)

#### Video:

Alan Robock, [TEDx talk on nuclear winter](https://www.youtube.com/watch?v=qsrEk1oZ-54) (<https://www.youtube.com/watch?v=qsrEk1oZ-54>) (2013), 18 min.

[The Antarctic Ozone Hole — from Discovery to Recovery](https://www.youtube.com/watch?feature=player_detailpage&v=AU0eNa4GrgU) ([https://www.youtube.com/watch?feature=player\\_detailpage&v=AU0eNa4GrgU](https://www.youtube.com/watch?feature=player_detailpage&v=AU0eNa4GrgU)) (UN Environment Programme, 2011), 16 min.

Andrew Revkin [interview with James Hansen](https://www.youtube.com/watch?v=auTEWanRTfM) (<https://www.youtube.com/watch?v=auTEWanRTfM>) (NASA climate scientist) in 2008, looking back at Hansen's 1988 Congressional testimony, 10 min.

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### March 15 — class time for projects

## Week 11

### March 20 — Climate controversies

Fred Pearce, "Climate wars: the story of the hacked emails," *Guardian* special investigation (2011). A 12-part series of long investigative reports by a respected science journalist. Read the following parts of the report, in the following order. Along the way, you will see links to other parts that may interest you.

[War between scientists and sceptics](https://www.theguardian.com/environment/2010/feb/09/climate-change-data-request-war) [\\_\(https://www.theguardian.com/environment/2010/feb/09/climate-change-data-request-war\)](https://www.theguardian.com/environment/2010/feb/09/climate-change-data-request-war)

[How the Climategate scandal is bogus](https://www.theguardian.com/environment/2010/feb/09/climategate-bogus-sceptics-lies) [\\_\(https://www.theguardian.com/environment/2010/feb/09/climategate-bogus-sceptics-lies\)](https://www.theguardian.com/environment/2010/feb/09/climategate-bogus-sceptics-lies)

[Skeptic grasped 'hockey stick'](https://www.theguardian.com/environment/2010/feb/09/hockey-stick-michael-mann-steve-mcintyre) [\\_\(https://www.theguardian.com/environment/2010/feb/09/hockey-stick-michael-mann-steve-mcintyre\)](https://www.theguardian.com/environment/2010/feb/09/hockey-stick-michael-mann-steve-mcintyre)

[Contradicted spirit of openness](https://www.theguardian.com/environment/2010/feb/09/freedom-of-information-hacked-emails) [\\_\(https://www.theguardian.com/environment/2010/feb/09/freedom-of-information-hacked-emails\)](https://www.theguardian.com/environment/2010/feb/09/freedom-of-information-hacked-emails)

[Search for hacker](https://www.theguardian.com/environment/2010/feb/09/hacked-emails-police-investigation) [\\_\(https://www.theguardian.com/environment/2010/feb/09/hacked-emails-police-investigation\)](https://www.theguardian.com/environment/2010/feb/09/hacked-emails-police-investigation)

[Climategate was PR disaster that could bring healthy form of peer review](https://www.theguardian.com/environment/2010/feb/09/climate-emails-pr-disaster-peer-review)  
[\\_\(https://www.theguardian.com/environment/2010/feb/09/climate-emails-pr-disaster-peer-review\)](https://www.theguardian.com/environment/2010/feb/09/climate-emails-pr-disaster-peer-review)

[Emails cannot destroy argument that world is warming](https://www.theguardian.com/environment/2010/feb/09/climate-emails-truth-global-warming) [\\_\(https://www.theguardian.com/environment/2010/feb/09/climate-emails-truth-global-warming\)](https://www.theguardian.com/environment/2010/feb/09/climate-emails-truth-global-warming)

[\\_\(https://www.theguardian.com/environment/2010/feb/09/climate-emails-pr-disaster-peer-review\)](https://www.theguardian.com/environment/2010/feb/09/climate-emails-pr-disaster-peer-review)

#### Video:

Naomi Oreskes, [lecture about her 2010 book \*Merchants of Doubt\*](https://www.youtube.com/watch?v=fVPIA6i2OTg) [\\_\(https://www.youtube.com/watch?v=fVPIA6i2OTg\)](https://www.youtube.com/watch?v=fVPIA6i2OTg)  
(2010, 6 parts, total time ~50 min)

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### March 22 — The Paris Agreement and the future of climate change

[☑️"Adapting to climate change: facing the consequences](http://www.economist.com/node/17572735) [\\_\(http://www.economist.com/node/17572735\)](http://www.economist.com/node/17572735)," *The Economist* (2010)

UN FCCC, "[Background on the UNFCCC: The international response to climate change](http://unfccc.int/essential_background/items/6031.php)"  
[\\_\(http://unfccc.int/essential\\_background/items/6031.php\)](http://unfccc.int/essential_background/items/6031.php)."

R. Meyer, "[A Reader's Guide to the Paris Agreement](http://www.theatlantic.com/science/archive/2015/12/a-readers-guide-to-the-paris-agreement/420345/)" [\\_\(http://www.theatlantic.com/science/archive/2015/12/a-readers-guide-to-the-paris-agreement/420345/\)](http://www.theatlantic.com/science/archive/2015/12/a-readers-guide-to-the-paris-agreement/420345/)," *The Atlantic Monthly* (December 2015)

#### Video:

Climate Change 2013, [IPCC Working Group I: The Physical Science Basis](https://www.youtube.com/watch?v=6yiTZm0y1YA&feature=youtu.be) [\\_\(https://www.youtube.com/watch?v=6yiTZm0y1YA&feature=youtu.be\)](https://www.youtube.com/watch?v=6yiTZm0y1YA&feature=youtu.be) (2013, 9 min)

NASA (via Bloomberg News), "[What's Really Warming the World?](https://www.bloomberg.com/graphics/2015-whats-warming-the-world/)" [\\_\(https://www.bloomberg.com/graphics/2015-whats-warming-the-world/\)](https://www.bloomberg.com/graphics/2015-whats-warming-the-world/) (2 min) Be sure to click the "down" arrow at the bottom of the screen to see the full presentation.

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## Week 12

### March 27 — [Nuclear power II](#)

Paul Joskow & John E. Parsons, "[The economic future of nuclear power,](#)"   *Daedalus* (Fall 2009): 45-59.

Henry Sokoloski, "[The High and Hidden Costs of Nuclear Power,](#)"   *Policy Review* 162 (Aug. & Sept 2010): 53-68.

Ken Caldeira, Kerry Emanuel, James Hansen, and Tom Wigley, Open Letter "[To those influencing environmental policy but opposed to nuclear power,](#) [\\_\(https://plus.google.com/104173268819779064135/posts/Vs6Cziv1xYr\)\\_](https://plus.google.com/104173268819779064135/posts/Vs6Cziv1xYr)" shared publicly on Google+, Nov. 3, 2013.

Dale Bryk, Sheryl Carter, Ralph Cavanagh, David Goldstein and Kit Kennedy, "[Response to an Open Letter on the Future of Nuclear Power,](#) [\\_\(https://www.nrdc.org/experts/dale-bryk/response-open-letter-future-nuclear-power\)\\_](https://www.nrdc.org/experts/dale-bryk/response-open-letter-future-nuclear-power)" posted on Natural Resources Defense Council website, Nov. 5, 2013.

#### **Videos - watch on TED.com:**

Stewart Brand and Mark Z. Jacobson debate: [Does the world need nuclear energy?](#)  
[\\_\(http://www.ted.com/talks/debate\\_does\\_the\\_world\\_need\\_nuclear\\_energy\)\\_](http://www.ted.com/talks/debate_does_the_world_need_nuclear_energy) filmed February 2010, posted June 2010 (23 minutes)



Amory Lovins: [A 40-year plan for energy](#) [\\_\(http://www.ted.com/talks/amory\\_lovins\\_a\\_50\\_year\\_plan\\_for\\_energy\)\\_](http://www.ted.com/talks/amory_lovins_a_50_year_plan_for_energy), filmed March 2012, posted May 2012 (27 minutes)

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### March 29 — class time for projects

## Week 13



### April 3 — Wasting the planet

Jennifer Clapp, "[The Rising Tide against Plastic Waste: Unpacking Industry Attempts to Influence the Debate,](#)"   in Stephanie Foote and Elizabeth Mazzolini eds., *Histories of the Dustheap: Waste, Material Cultures, Social Justice*, (Cambridge, MA: MIT Press, 2012): 199-225.

Elizabeth Grossman, "[Bad Plastic,](#)" [\\_\(http://www.salon.com/2007/08/02/bisphenol/\)\\_](http://www.salon.com/2007/08/02/bisphenol/) *Salon*, 2008.

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### April 5 — Desperate measures: geoengineering

James R. Fleming, *Fixing the Sky: the Checkered History of Weather and Climate Control* (New York: Columbia University Press, 2010), [Chapter 8](#)  

Daniel Cressey, "[Latest IPCC Climate Report Puts Geoengineering in the Spotlight](#)  
[\\_\(http://www.scientificamerican.com/article.cfm?id=latest-ipcc-climate-report-puts-geoengineering-in-the-spotlight\)\\_](http://www.scientificamerican.com/article.cfm?id=latest-ipcc-climate-report-puts-geoengineering-in-the-spotlight)," *Scientific American*, October 2013.



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### Week 14

#### April 10 — Taking stock

*Learning to Die*, ch 5-6

*Shock*, ch 11

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




#### April 12 — Final project presentations


















### Week 15

#### April 17 — Conclusion

— *Final papers due* —

## Course Summary:

Date	Details	
Mon Jan 9, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/238744">Reading log (https://umich.instructure.com/courses/132080/assignments/238744)</a>	due by 1:15pm
Wed Jan 11, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/238749">Reading log (https://umich.instructure.com/courses/132080/assignments/238749)</a>	due by 1:15pm
Wed Jan 18, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/241188">Reading log (https://umich.instructure.com/courses/132080/assignments/241188)</a>	due by 1:15pm
Mon Jan 23, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/238746">Reading log (https://umich.instructure.com/courses/132080/assignments/238746)</a>	due by 1:15pm
Wed Jan 25, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/241337">Reading log (https://umich.instructure.com/courses/132080/assignments/241337)</a>	due by 1:15pm
Mon Jan 30, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/241340">Reading log (https://umich.instructure.com/courses/132080/assignments/241340)</a>	due by 1:15pm
Wed Feb 1, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/241343">Reading log (https://umich.instructure.com/courses/132080/assignments/241343)</a>	due by 1:15pm
Mon Feb 6, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/270070">Reading Log (https://umich.instructure.com/courses/132080/assignments/270070)</a>	due by 1pm
Wed Feb 8, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/271526">Reading log (https://umich.instructure.com/courses/132080/assignments/271526)</a>	due by 1pm

Mon Feb 13, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/271529">Reading log (https://umich.instructure.com/courses/132080/assignments/271529)</a>	due by 1pm
Wed Feb 15, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/274042">Reading log (https://umich.instructure.com/courses/132080/assignments/274042)</a>	due by 11:59pm
Mon Feb 20, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/276306">Reading log (https://umich.instructure.com/courses/132080/assignments/276306)</a>	due by 1:05pm
Tue Feb 21, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/274513">Topics for final project - due at noon on Feb 21, Tuesday (https://umich.instructure.com/courses/132080/assignments/274513)</a>	due by 12:05pm
Mon Mar 6, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/282290">Reading log (https://umich.instructure.com/courses/132080/assignments/282290)</a>	due by 1:10pm
Wed Mar 8, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/282289">Reading log (https://umich.instructure.com/courses/132080/assignments/282289)</a>	due by 1:10pm
Mon Mar 13, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/285480">Reading log (https://umich.instructure.com/courses/132080/assignments/285480)</a>	due by 1:05pm
Tue Mar 14, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/286704">Formal proposals for individual papers (https://umich.instructure.com/courses/132080/assignments/286704)</a>	due by 11:59pm
Mon Mar 20, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/288481">Reading log (https://umich.instructure.com/courses/132080/assignments/288481)</a>	due by 1:05pm
Wed Mar 22, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/288482">Reading log (https://umich.instructure.com/courses/132080/assignments/288482)</a>	due by 1:05pm
Wed Mar 29, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/282291">Reading log (https://umich.instructure.com/courses/132080/assignments/282291)</a>	due by 1:10pm
	 <a href="https://umich.instructure.com/courses/132080/assignments/296641">Rough Drafts (https://umich.instructure.com/courses/132080/assignments/296641)</a>	due by 11:59pm
Mon Apr 3, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/282292">Reading log (https://umich.instructure.com/courses/132080/assignments/282292)</a>	due by 1:10pm
Wed Apr 5, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/294871">Reading log (https://umich.instructure.com/courses/132080/assignments/294871)</a>	due by 1:05pm
Mon Apr 10, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/296787">Reading log (https://umich.instructure.com/courses/132080/assignments/296787)</a>	due by 1:05pm
Mon Apr 17, 2017	 <a href="https://umich.instructure.com/courses/132080/assignments/298025">Final paper (individual) (https://umich.instructure.com/courses/132080/assignments/298025)</a>	due by 11:59pm
	 <a href="https://umich.instructure.com/courses/132080/assignments/302116">Final presentations (https://umich.instructure.com/courses/132080/assignments/302116)</a>	