



PHOTO CREDIT: NORA HAENN

HOW DO IMAGES OF THE ENVIRONMENT INFLUENCE US?

Culture, Ecology, Sust. Living

ANT 450/550
Tue/Thur 3:00-4:15
Rm 3218, Broughton

LISTEN, THINK, DO.... REPEAT

Course Description

Fall 2023

How do we go about understanding new and complex environmental situations? What action can people take to create sustainability? How do we cultivate the wherewithal to act on environmental crises? This class will provide students with tools to explore these questions in various cultural settings. The class does so by introducing key questions to ask of any given environmental setting. Then, course materials alert students to the range of possibly surprising answers to these questions. Graduate students will additionally undertake readings on environmental governance.

Learning Outcomes

At the end of this course, students will be able to:

- list the key questions to ask of any given socio-ecology
- define the major theories and topics employed in anthropological research on culture, ecology, and sustainability

- compare and contrast scientific, interpretive, and ethical approaches to socio-ecology
- be cognizant of the range of data employed in environmental research
- communicate their learning in presentation and written formats, including writing for the public
- understand and respond to “narratives of environmental destruction” in crafting solutions to environmental problems

Teaching Philosophy

Recently, my teaching style has gravitated toward the “guide on the side” model. This means my classes emphasize student-led projects. I value students who take charge of their own learning. Taking charge of one’s own learning requires bravery, as it means entering unknown terrain (not unlike life more generally). I admire students willing to take on the challenge.

NC STATE UNIVERSITY

What’s in this syllabus?

Course Description
Learning outcomes
Teaching Philosophy
Grades
Assignments
Grading Philosophy
Course Schedule
Policies and Resources

More information is posted to the course Moodle site, including a version of the syllabus that demonstrates its modeling of a fact sheet.



Contact info:

Email: nmhaenn@ncsu.edu Web: www.norahaenn.org
Office hrs: T/TH 2-3 pm in rm 229, 1911 Bldg.

Best way to reach me? In person before or after class! I spend far too much time on computers, so I do my best to arrive early and stay late after class.

Grades

This class uses contract grading. See Moodle for an explanation of contract grading and the contract itself.

Presentations Students will present Powerpoint lectures on the day's readings. See directions on Moodle. The presentations are meant to launch us into in-depth conversation of the material and help the class focus on the day's concepts and main points of the readings. Given the size of the class, presentations will likely be two-person endeavors. I will give feedback on draft Powerpoints to encourage things along. Draft presentations are due 24 hours before class start (preferably earlier!).

Moderation For each presentation date, 2 students will moderate our conversation. Students in this role will post on-line questions to get us started, draw on other students' posted questions, and otherwise help us connect the day's readings to course material, including previous course material.

Note-taking Our conversations are sure to range. Students in the note-taker role will help us remember what we said and tie together loose ends. Directions on how to take notes will be reviewed in class. Notes for any specific class are due with 48 hours of the class's completion.

Essay exams We'll have two, in-class essay exams, one at the mid-term and one at the final. Exams will be based on

regular course readings. The exams will pose questions arising from class discussions and, as such, **we will develop the questions collectively**. This means exam questions will be distributed prior to the exam period, and **students are expected to excel in the exams**.

Attendance The university allows for absences in specific situations. Beyond these university-approved absences, the number of absences allowable will depend on a student's chosen contract. Please note that for all students, four unexcused absences will result in a Failure for the course. Students who arrive late will be counted as "tardy." Three tardies = 1 absence.

Environmental advocacy reflection Over the course of the semester, we'll collectively compile an environmental advocacy guide. The reflection will respond to this guide by offering your own take on the questions: Imagine yourself thriving in a climate-changed world. What does your life look like? What needs to happen to you, and what needs to happen around you, to make you feel you have been successful in your efforts to flourish and to improve the lives of others? See Moodle for additional directions.

Wikipedia entries Students will undertake their own publication communication of science by modifying pre-existing Wikipedia pages. Directions on selecting appropriate pages, carrying out changes, as well as writing for the public sphere will be reviewed in class.



Critical Essays (Grad Students only)

Graduate students will read a series of material on the topic "States and Environmental Management." These readings include an optional, weekly discussion meeting. The critical essays respond to this series. Graduate students who choose not to join the weekly discussion must meet with the professor prior to submitting each critical essay to discuss draft ideas.

LATE & INCOMPLETE ASSIGNMENTS, MAKEUPS

Incomplete assignments will be marked "unsatisfactory" and returned for revision. Missed exams may be made up within one week of the exam date. Missed note-taking and moderation cannot be made up due to their time sensitive nature, and missing these could require a change in contracted grade. Missed presentations may be made up within one week of their scheduled date. However, given their collaborative quality and role in group learning, missed presentations may also require a changed contract grade.



Why do so many environmental pleas include an image of the lone African woman in her field?

Photo credit: Neil Palmer (CIAT), CC

More Learning Considerations

Philosophy of Knowledge

While this course has a contract grading structure, in my mind grades reflect a particular way of knowing, as explained in the following. Notice how each level builds on the previous. We'll discuss this philosophy in class, including the way this structure can also foster incorrect understandings.

D = comprehends material when text is at hand; "you know it when you see it"

C = comprehends material and is able to communicate that understanding without aid; "you know it when you don't see it"; memorize and regurgitate

B = drawing on comprehension and memorization, can connect the material at hand with other aspects of the class; "you can connect diverse bodies of info"

A = achieves all the above and is able to say something new about connections across material; "new to you"

Fostering knowledge through class discussion

We'll work with conversational techniques that put into practice the above philosophy of knowledge by:

1. Listening without formulating an immediate response.
2. Inviting classmates' participation via broad questions.
3. Asking more narrow questions that draw out people's meaning.
4. Naming connections between speakers' ideas.

A Note on Writing

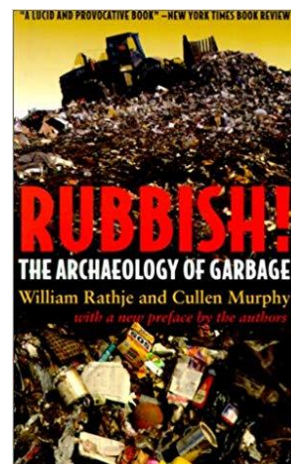
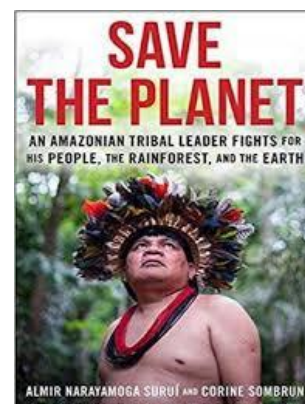
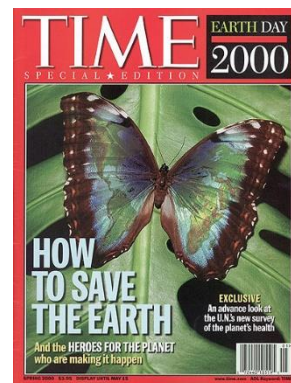
I have attended numerous events where employers said the number 1, that's right #1 (!), skill they seek in an employee is writing. Writing is a skill where the learning curve is a bit steep,

but the pay offs on the other side are fun. When is writing particularly hard? When you are writing in a foreign language and when you embark on a new kind of writing task (which is just about every class).

I may suggest that you go to the Writing Center, especially to improve the public writing associated with the Wikipedia assignment. If I do make this suggestion, what I mean is that I want you to succeed in your project, and I will do the best I can to help, but your writing needs more guidance than I can offer in the context of this course. For this class and all your classes, you should consider going to the Writing Center regularly throughout the semester. Although we'll be using a contract grading system, the Center estimates that multiple visits with them on a single assignment can boost that paper by a full letter grade.

Mental health and attendance

In past semesters, I have been fairly lenient on students who sought absences for mental health days. More recently, I'm learning about how withdrawing from social contact, although it feels good in the short term, can actually make people feel worse. Plus, what's the #1 predictor of student success? Class attendance! Even if you're having a bad day, I encourage students to come to class for the structure and the human contact. To help us all tighten things up, the attendance policy will stand as such. If you think you'll need a mental health day, consider saving the 2 *no-questions-asked* absences listed in the contract for those occasions.



Course Schedule

(Course schedule subject to change. Any changes will be announced via Moodle which copies to your NCSU email. All readings are either articles, chapters from books, or briefer excerpts. I provide the full citation for reference.)

Course Introduction; An Anthropological Perspective

Day 1, Tues, Aug 22

Today in class review syllabus, review course structure, including contract grading

To do Sign up for presentation, moderation, and note-taking dates via Moodle

Day 2, Thur, Aug 24

Concepts culture, modern, non-modern, adaptation, taken-for-granted, the anthropological questions, constrained choice

Today in class Dr. Haenn presents

To do sign up for contracted grade; respond to question posted to Moodle. Let's make sure everyone gets what they need out of this class!

Confronting environmental pessimism

Day 3, Tues, Aug 29

Concepts resist the negativity, cultivate imagination, narratives of progress, declension narratives, create your own story, styles of communication, levels of knowledge, narratives of environmental destruction, start from "beginnings" rather than "endings"

Readings

Ray, S.J. 2020. "Hack the Story" in *A Field Guide to Climate Anxiety: How to Keep Your Cool on a Warming Planet*. Berkeley: University of California Press.

Today in class Dr. Haenn moderates

QUES 1, What is the spatial organization/ecology?

Day 4, Thurs, Aug 31

Concepts spatial organization, urban, suburban, rural, global, monoculture, political economy, aesthetics, sustainable, ecological modernization, technocratic approach, urban alienation, efficiency, self-sufficiency

Readings

Robbins, P. and J. Sharp. 2003. The Lawn-Chemical Economy and Its Discontents. *Antipode*, 35(5): 955-979.

Isenhour, Cindy. 2011. How the Grass Became Greener in the City: On Urban Imaginings and Practices of Sustainable Living in Sweden. *City and Society* 23(2): 117-134.

Day 5, Tues, Sep 5

Concepts spatial organization, global, globalization, transnational, LTG (Limits to Growth), friction, glocalism, local-to-regional-to-global-and-back, "zones of awkward engagement," agency, financialization, extractive industry, industrialization, industrial agriculture

Readings

Taylor, P. and F. Buttel. 1992. How Do We Know We Have Global Environmental Problems? Science and the Globalization of Environmental Discourse. *Geoforum*, 23(3): 405-416.

Tsing A. 2005. *Friction: An Ethnography of Global Connection*. Princeton: Princeton University Press.

Ofstehage, A.L., 2018. Financialization of work, value, and social organization among transnational soy farmers in the Brazilian Cerrado. *Economic Anthropology*, 5(2), pp.274-285.

Day 6, Thur, Sep 7

Concepts cultural consensus, worldview, TEK or LEK (traditional ecological knowledge and local ecological knowledge), folk taxonomies, knowledge distribution, being alive, making life, human, non-human, interpenetration, enmeshment, co-creation/co-activity, cause and effect

Readings

Petriello, M. and A. Stronza 2021 Hunting as a Source of Local and Traditional Ecological Knowledge among *Campesinos* in Nicaragua. *Human Ecology* 49: 309-325.

Pitrou, P., 2017. Life as a making. *NatureCulture*, 4(2): 1-37.

QUES 2, What is the history?**Day 7, Tue, Sep 12**

Concepts environmental history, historical ecology, historical evidence, de-familiarize, coevolution, pest, pest control, insecticides, false histories, narrative, counter-narrative narratives of environmental destruction

Readings

Fairhead, J. and Leach, M., 1996. *Misreading the African landscape: society and ecology in a forest-savanna mosaic*. Cambridge: Cambridge University Press.

Russell, E. 2001. *War and Nature: Fighting Humans and Insects with Chemicals from World War I to Silent Spring*. Cambridge: Cambridge University Press.

QUES 3, What are the social groups and their relative power?**Day 8, Thur, Sep 14**

Concepts social organization (see video posted to Moodle), identity, power, Indigenous, hunter-gatherers, right-wing, left-wing, divided loyalties, land title (or deed), land privatization, land grab, essentialized identities

Readings

Brondo, K.V., 2013. *Land grab: Green neoliberalism, gender, and Garifuna resistance in Honduras*. University of Arizona Press. [read pp 90-95, skim 96-98]

Brosius, J. 1994. Endangered Forests, Endangered People: Environmentalist Representations of Indigenous Knowledge. *Human Ecology*, 25(1): 47-69.

Conolly, K. 2012. German Far-Right Extremists Tap into Green Movement for Support. *The Guardian* <https://www.theguardian.com/world/2012/apr/28/germany-far-right-green-movement>
Accessed August 1, 2019.

Day 9, Tue, Sep 19 - Wellness Day - No class**Day 10, Thur, Sep 21**

Concepts social organization, identity, gender, social capital, masculinity/femininity, community-based resource management, queer, political ecology, feminist political ecology

Readings

Rocheleau, D. et al. 1996. Gender and the Environment: A Feminist Political Ecology Perspective. In D. Rocheleau, B. Thomas-Slayter, and E. Wangari, eds. *Feminist Political Ecology: Global Issues & Local Experiences*. New York: Routledge.

Siegelman, B. et al. 2019. "Lies Build Trust": Social capital, masculinity, and community-based resource management in a Mexican fishery. *World Development*, 123.

Johnson, A. 2011. How to Queer Ecology. *Orion Magazine*.

<https://orionmagazine.org/article/how-to-queer-ecology-once-goose-at-a-time/>
 Accessed August 1, 2019.

Day 11, Tue, Sep 26

Concepts social organization, identity, knowledge, environmentalisms [notice the plural], expert, expertise, experiential knowledge, formal/academic learning, interpretive communities, justice, nationalism, risk, risk assessment, contamination

Readings

Checker, M. 2007 "But I Know It's True": Environmental Risk Assessment, Justice and Anthropology. *Human Organization*, 66(2): 112-124.

Fiske, S. 2016. "Climate Skepticism" inside the Beltway and across the Bay. *In Anthropology and Climate Change: From Actions to Transformations*. S. Crate and M. Nuttall, eds. Pp. 319-325. New York: Routledge.

Cultivating environmental wisdom

Day 12, Thur, Sep 28

Concepts affect, faith, guilt, happiness, dualisms, mindfulness, RAIN

Readings/Videos

Ray, S.J. 2020. "Cultivate Climate Wisdom" *in A Field Guide to Climate Anxiety: How to Keep Your Cool on a Warming Planet*. Berkeley: University of California Press.

Global Weirding. 2016 "Religion has nothing to say about climate change, right?" <https://www.youtube.com/watch?v=W53uRqITk2I> (6:31 mins)

Global Weirding. 2017. "The Bible doesn't talk about climate change, right?" https://www.youtube.com/watch?v=SpjL_otLq6Y (5:51 mins)

QUES 4, What are the property categories and enforcement mechanisms?

Day 13, Tue, Oct 3

Concepts social organization/social structure, household, smallholding farming, ranching (cattle, sheep, other), extensive/intensive, common property/common pool, private property, open access, chattel

Readings

Berkes, F. et al. 1989. The Benefits of the Commons. *Nature*, vol. 340: 91-93.

Rapsomanikis, G., 2015. The economic lives of smallholder farmers: An analysis based on household data from nine countries. *Food and Agriculture Organization of the United Nations, Rome*. (see pp. 5-20)

Park, K-Sue. 2016. "Money, Mortgages, and the Conquest of America." *Law & Social Inquiry*. 41(4): 1006-1035.

Day 14, Thur, Oct 5

Concepts overlapping property categories, green security, rural self-defense, UNESCO Man and Biosphere Reserve, neoliberal conservation, intellectual property, privatization, double movement, non-profit organizations, blight-resistant American chestnut trees

Gonzalez-Duarte, C. (2021). "Butterflies, organized crime, and "sad trees": A critique of the Monarch Butterfly Biosphere Reserve Program in a context of rural violence." *World Development*. 142: 105420

Barnes, J.C. and Delborne, J.A., 2021. The politics of genetic technoscience for conservation: The case of blight-resistant American chestnut. *Environment and Planning E: Nature and Space*. 5(3): 1518-1540.

QUES 5, What are the financial arrangements?**Day 15, Thur, Oct 12**

Concepts social organization/social structure, political structure, economic structure, disaster, ecology of opportunity, ecological modernization, financialization, *res communis*, *Homo economicus*, structural violence

Readings

Perdue, R. and G. Pavela. 2012. Addictive Economies and Coal Dependency: Methods of Extraction and Socioeconomic Outcomes in West Virginia 1997-2009. *Organization and Environment*. 25(4): 368-384.

Rajan, R. 1999. Bhopal: Vulnerability, Routinization, and the Chronic Disaster. *In The Angry Earth Disaster in Anthropological Perspective*. Smith and Hoffman, eds. New York: Routledge, pp. 257-277.

Day 16, Tue, Oct 17

Concepts agency, action, producer, consumer, consumerism, ecotourism, fair trade, branding, fetishism, moral economy, environmental impact, social movement, ethical consumption

Readings

Carrier, J. 2010. Protecting the Environment the Natural Way Ethical Consumption and Commodity Fetishism. *Antipode*, 42(3): 672-689

Wilk, R. 2006. Bottled Water the Pure Commodity in the Age of Branding. *Journal of Consumer Culture*, 6(3): 303-325

Day 17, Thur, Oct 19

Exam prep

For today: Submit 3 candidate exam questions to Moodle

Day 18, Tue, Oct 24

Exam day

QUES 6, What are the values and ethics, including the culture-nature arrangement?

Day 19, Thur, Oct 26

Concepts spheres of influence, measuring, messiness, perceived inefficacy, slow change/slow hope,**Readings/video**

Ray, S.J. 2020. "Claim your Calling and Scale your Action" in *A Field Guide to Climate Anxiety: How to Keep Your Cool on a Warming Planet*. Berkeley: University of California Press.

Risk Bites. 2013. What is the precautionary principle, and is it Good or Bad?

<https://www.youtube.com/watch?v=3RC7EGDtOYM>

In class In addition to student presentation and discussion, we'll review 'multiple roles to affect change'

Day 20, Tues, Oct 31

Concepts kwere-, jam-/jambu, humanity, oscillating perception, predatory, prey, self/selfhood, alterity, near and far, hierarchy of senses, embodied engagement**Readings:**

Vilaça, A. 2005. Chronically Unstable Bodies: Reflections on Amazonian Corporalities. *Journal of the Royal Anthropological Institute*, 11: 445-464.

Robbins, J., Schieffelin, B., and Vilaça, A. 2014. Evangelical Conversion and the Transformation of the Self in Amazonia and Melanesia: Christianity and the Revival of Anthropological Comparison. *Comparative Studies in Society and History*, 56(3):559-590.

Claus, C. A. 2020. *Drawing the Sea Near: Satoumi and Coral Reef Conservation in Okinawa*. Minneapolis: University of Minnesota Press.

Day 21, Thur, Nov 2

Concepts adaptation, "becoming with", chimera, cyborg, Cold War, Frankenstein, manifesto, radiogenic communities, low-dose radiation, organic/inorganic, toxic layering**Readings**

Haraway, D. 2006 (1984). A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century. In *The International Handbook of Virtual Learning Environments*. J. Weis et al., eds. Dordrecht: Springer, pp. 117-158.

Stawkowski, M.E., 2016. "I am a radioactive mutant": Emergent biological subjectivities at Kazakhstan's Semipalatinsk Nuclear Test Site. *American Ethnologist*, 43(1), pp.144-157.

Day 22, Tues, Nov 7

Concepts umwelt, sensorial experience, multi-species ethnography, world-making, engagement
Readings

Hathaway, M.J. 2022. Umwelt. *In* What a Mushroom Lives for: Matsutake and the Worlds They Make. Princeton: Princeton University Press.

Hathaway, M.J. 2022. Matsutake's Journeys. *In* What a Mushroom Lives for: Matsutake and the Worlds They Make. Princeton: Princeton University Press.

QUES 7, Am I missing something?**Day 23, Thur, Nov 9**

Concepts there's always something!, unexpected effects, connections that lie outside our awareness, unexplored implications, and contrary propositions; today's presenters should develop their own list of relevant concepts to share with the class

Cliggett, L., 2001. Carrying capacity's new guise: folk models for public debate and longitudinal study of environmental change. *Africa Today*, pp.3-19.

Demaria, et al. 2013. What is Degrowth? From an Activist Slogan to a Social Movement. *Environmental Values*, 22(2): 191–215.

Applying the questions: Special section on genetically engineered organisms**Day 24, Tues, Nov 14**

Concepts genes, DNA, RNA, bacteria, genetic modification, synthetic biology (synbio), transgenesis/transgenetics, CRISPR, gene drive, epigenetics, emerging technologies, de-extinction, cloning, designer babies

Videos

A number of short videos are posted to Moodle. They pack in lots of information. You may want to watch a few of them twice.

Today in class: We'll divide up into groups to apply our key questions to this case study.

Day 25, Thur, Nov 16

Concepts applying the anthropological questions to GM corn and GM cotton; feel free to connect today's readings with past course concepts!

(for graduate students)

Fitting, E. 2006. Importing corn, exporting labor: The neoliberal corn regime, GMOs, and the erosion of Mexican biodiversity. *Agriculture and Human Values*. 23:15-26.

Stutz, B. 2010. Companies put restrictions on research into GM crops. *Yale Environment 360*.

https://e360.yale.edu/features/companies_put_restrictions_on_research_into_gm_crops

Accessed August 15, 2019

(for undergraduate students)

Flachs, A., 2019. Planting and performing: Anxiety, aspiration, and “scripts” in Telangana cotton farming. *American Anthropologist*, 121(1), pp.48-61.

Environmental Practice Going Forward

Day 26, Tues, Nov 21

Concepts locally relevant climate change, curiosity, compassion, common values, “guilt ain’t green”, analysis paralysis, ecological grief, ecological joy, action produces hope

Readings

Ray, S.J. 2020. “Be Less Right and More in Relations” in *A Field Guide to Climate Anxiety: How to Keep Your Cool on a Warming Planet*. Berkeley: University of California Press.

Ray, S.J. 2020. “Move Beyond Hope, Ditch Guilt, and Laugh More” in *A Field Guide to Climate Anxiety: How to Keep Your Cool on a Warming Planet*. Berkeley: University of California Press.

Day 27, Thur, Nov 28

Concepts cultural ecology, cultural core, environmental determinism, economic determinism, culturally prescribed utilization of environment

Readings

Steward, J. 1955. *Theory of Culture Change: The Methodology of Multilinear Evolution*. Urbana-Champaign: University of Illinois Press.

Day 28, Tues, Nov 30

Exam prep

For today: [Submit 3 candidate exam questions to Moodle](#)

FINAL EXAM and FINAL REFLECTIVE ESSAY DUE Tues, December 12 at 3:30

ADDITIONAL POLICIES

A brief description of the class policies and procedures that conform to NCSU policies are listed below. Relevant links to NCSU policies are also included.

Information for Students with Disabilities

“Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REGo2.20.01\)](#)

Policy on Discrimination:

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148. Feel free to confidentially contact the instructor with any concerns or to seek advice from the resources listed above.

Code of Student Conduct:

Students are bound to uphold the university's honor pledge and cheating, plagiarism, and academic dishonesty are not tolerated. Students must properly cite or reference all sources of information that appear in their written coursework. Using someone else's ideas or writing without citing the source is plagiarism. Plagiarism is in direct violation of the university's honor pledge. See the NCSU Code of Student Conduct <http://policies.ncsu.edu/policy/pol-11-35-01> for further information on the university's stance on plagiarism, academic integrity, dishonesty, and cheating. Students are encouraged to contact the instructor during office hours or via email with any questions or concerns about the coursework. For writing advice or help, feel free to contact the Writing and Speaking Tutorial Services at http://www.ncsu.edu/tutorial_center/writespeak/ or consult the many academic writing resources at http://www.ncsu.edu/tutorial_center/writespeak/resources.html available on their website as well as the course Moodle site.

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>. Students are encouraged to contact the instructors during office hours or via email with any questions or concerns about the coursework.

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty. Students must uphold the university's honor pledge and cheating, plagiarism, and academic dishonesty as defined through NCSU policy is not tolerated. In particular, students must cite or reference all sources of information that appear in the students' written coursework.

Using someone else's ideas or writing without citing the source is plagiarism. Plagiarism is in direct violation of the university's honor pledge.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web or Moodle postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Additional photo credits:

Page 1: Luis Melodelgado

Health and Well-Being Resources

Academic and personal stress are natural parts of what it means to human, but sometimes we could all use a little extra help to get by. Everyone is encouraged to [take care of themselves](#) and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center ([NCSU Counseling Center](#))
- Student Health Services ([Health Services | Student](#))
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: ([Share a Concern](#)).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program ([Pack Essentials](#)).

Need Help?

If you find yourself in a place where you need help, academically or otherwise, please review these [Step-by-Step Help Topics](#).

Other Important Resources

- Keep Learning: [Keep Learning](#)
- Protect the Pack FAQs: [Frequently Asked Questions | Protect the Pack](#)
- NC State Protect the Pack Resources for Students: [Resources for Students | Protect the Pack](#)
- Academic Success Center (tutoring, drop in advising, career and wellness advising): [Academic Success Center](#).
- NC State Libraries [Technology Lending Program](#)