Course title: Anthropocene – how people are transforming the planet
Language of instruction: English
Professor: Marco Madella
Professor’s contact and office hours: Normally the one hour before class
Course contact hours: 45
Recommended credit: 6 ECTS credits
Course prerequisites: There are no prerequisites for this course.
Language requirements: Recommended level in the European Framework B2 (or equivalent: Cambridge Certificate if the teaching language is English, DELE or 3 semesters in the case of Spanish)

Course focus and approach:
Archeology and history have been expressing a growing interest in incorporating future-oriented perspectives and the use of the past in planning a better future. Concern for the issues associated with the "Anthropocene" debate is a clear example. Scientists have argued that the Anthropocene is a useful concept to denote the measurable impact of humanity on the planet. In the Anthropocene, planetary and human time scales converge and there is an interrelation between geology and the human being. The study of the Anthropocene proposes a radical reassessment of the role of humanity in the world (past, present and future). How, then, does the concept of Anthropocene change the archaeological and historical understanding of human relations with the vital environment, and with ecology in a broader sense?

Course description:
The course involves working on the connections between nature and human beings (socio-ecological dynamics) and the concept of "entanglement" of societies (as seen through the lenses of archaeology and history), global climate change and environmental change, and our ability to measure and understand these changes. This course will address the theoretical perspective of the Anthropocene and how archeology/history can significantly contribute to this discussion, not only in terms of ideas and arguments, but also in terms of a large body of material evidence, in the form of the archaeological/historical record, against which the specific arguments of the Anthropocene can be verified and evaluated. In addition, the course will address, across a broad disciplinary range, how a deep history approach can contribute in finding solutions to some of the most pressing current problems and to design more sustainable and resilient livelihoods.
Learning objectives:
The student will acquire a set of learning skills and he/she will be able to:

- Identify and evaluate the great debates and theories within the fields of Social and Climate Change.
- Understand the consequences of using various methodologies (from humanistic disciplines to social and natural sciences) when studying historical phenomena.
- Explain the cultural and social dynamics from multidisciplinary studies focused on material culture, natural resources and landscape.
- Identify the central social and ecological issues that underlie a particular local or regional historical problem.
- Explain how the local or regional study can be a support in the analysis of macro-regional and/or global problems.
- Know how to integrate theoretical, quantitative and qualitative information when proposing interpretations of historical-archeological or socio-ecological problems both global and local.

Course workload:
Readings (suggested bibliography), lectures, student presentations (preparation of the presentations outside class time), one/two essays, final exam.

Teaching methodology:
The course will start through theoretical classes that will allow the students to create a framework for then discussing real-life examples taken from current project at UPF or from other key projects at international level. The students will be guided to critically assess data and to be able to understand the results of a diverse array of methodological approaching, spanning geology, anthropology, archaeology and climate change. The teaching approach will include lectures delivered by the teaching staff, seminars with active participation of the students, and student presentations with open discussion from fellow students and teacher(s).

Assessment criteria:
Class participation 30%
Mid-Term essay 20%
Presentation in class 20%
Final exam 30%
Absence policy
Attending class is mandatory and will be monitored daily by professors. Missing classes will impact on the student’s final grade as follows:

<table>
<thead>
<tr>
<th>Absences</th>
<th>Penalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to two (2) absences</td>
<td>No penalization</td>
</tr>
<tr>
<td>Three (3) absences</td>
<td>1 point subtracted from final grade (on a 10 point scale)</td>
</tr>
<tr>
<td>Four (4) absences</td>
<td>2 points subtracted from final grade (on a 10 point scale)</td>
</tr>
<tr>
<td>Five (5) absences or more</td>
<td>The student receives an INCOMPLETE (“NO PRESENTADO”) for the course</td>
</tr>
</tbody>
</table>

The BaPIS attendance policy does not distinguish between justified or unjustified absences. The student is deemed responsible to manage his/her absences.

Only absences for medical reasons will be considered justified absences. The student is deemed responsible to provide the necessary documentation. Other emergency situations will be analyzed on a case by case basis by the Academic Director of the BaPIS.

The Instructor, the Academic Director and the Study Abroad Office should be informed by email without any delay.

Classroom norms:
- No food or drink is permitted in class
- No use of phones or phones on desk
- Students will have a ten-minute break after each one-hour session

Weekly schedule

WEEK 1
Session 1 – Course description: Why a course on the Anthropocene? Introduction to the course, description of the syllabus, method of assessment and expected readings. Questions from students.

Session 2 – An introduction to the Anthropocene – what’s behind a name and origins.
Readings
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 1)

WEEK 2
Session 1 – Earth system - our place on our planet – Part A
Readings
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 2)

Session 2 – Earth system - our place on our planet – Part B
Readings
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 2)

WEEK 3
Session 1 – Human time versus Geologic time – a quick review on time at planetary level
Readings
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 3)

Session 2 – The transition to the Anthropocene – The Great Acceleration? Part A
Readings
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 4)

WEEK 4
Session 1 – The transition to the Anthropocene – The Great Acceleration? Part B
Readings
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 4)

Session 2 – When humans achieve dominance of the Earth’s environments? Archaeology and the Anthropocene – Early humans
Readings
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 5)

WEEK 5
Session 1 - When humans achieve dominance of the Earth’s environments? Archaeology and the Anthropocene - Farming and the first energy revolution – Part A
Readings
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 5)

Session 2 – When humans achieve dominance of the Earth’s environments? Archaeology and the Anthropocene - Farming and the first energy revolution – Part B
Readings
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 5)

WEEK 6
Session 1 – The firsts globalizations (prehistoric exchanges and the Columbus exchange) – new resources, new challenges, new transformations
Readings

Session 2 – The firsts globalizations and an excursus on food
Readings

WEEK 7
Session 1 – Human versus Non-Human, a real divide? Part A
Readings
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 6)

Session 2 – Human versus Non-Human, a real divide? Part B
Readings
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 6)

WEEK 8
Session 1 – Mid-term essay results – class discussion
Session 2 – Speed presentations (a set of 10 minutes presentation plus class discussion)

WEEK 9
Session 1 – Speed presentations (a set of 10 minutes presentation plus class discussion)

Session 2 – Anthropocene, politics and policies – Whose Anthropocene
Readings
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 6)

WEEK 10
Session 1 – Anthropocene, politics and policies – Critics
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 6)

Session 2 – Anthropocene, politics and policies – Traditional Ecological Knowledge, Geoengineering, and the Good Anthropocenes
EC Ellis 2018. Anthropocene, a very short introduction (Chapter 6)
C Hamilton 2015. The theodicy of the “Goof Anthropocene”. Environmental Humanities 7:233-238

**WEEK 11**
Session 1 – Exam
Session 2 – Exam results and discussion

**Required readings:**
All listed in the lectures “Readings” – further readings might be added during the course and given at least a week in advance of the session for which they are meant.

**Recommended bibliography:**