

Historic Preservation, Memory and Community

ARCH 315B + AFAS 415B/515B, AMCS 415B and CFH 415B | Fall 2023



Moving the Taylor family residence from the National Geospatial Intelligence Agency site in the St. Louis Place neighborhood of St. Louis. Instructor photograph taken February 18, 2017.

Washington University in St. Louis

Meeting Time: Fridays, 1:00-3:50PM

Location: Sumner High School

Instructor: Michael Allen

Senior Lecturer in Architecture, Landscape Architecture and Urban Design

Office: Steinberg Hall 200

Office hours: By appointment.

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Description

Whose history is significant enough to be worth preserving in physical form? Who gets to decide, and how? Does the choice to preserve buildings, landscapes and places belong to government, experts or ordinary people? How does the condition of the built environment impact community identity, structure and success? This place-based course in historic preservation pursues these questions in locations in St. Louis' historically Black neighborhood The Ville and the larger north side of the city, where deep historic significance meets a built environment conditioned by population loss, disinvestment and demolition. The course explores the practice of historic preservation as something far from neutral, but a creative, productive endeavor that mediates between community values, official policies and expert assertion. Critical readings in preservation and public history will accompany case studies, community engagement and practical understanding.

Reading

All required and suggested readings are accessible on Box.

Aims

This course aims to familiarize students with the larger field of historic preservation in the United States by interrogating its own claims and uses. "Historic preservation" is a discursive term that connotes a sector of public law, a professional field with academic training and a cultural movement. In some of these forms, historic preservation claims neutrality, while in others, it openly claims its subjectivity through political battles and cultural counternarratives. Significantly, the term manifests American exceptionalism in that it does not align with non-US, international or North American indigenous tribal terms, practices and structures of cultural agency. We will look at contingencies that shape what people understand "historic preservation" to mean and what attitude they take toward it. The course will explore both the utility and limitations of historic preservation as it relates to the efforts of communities' attempts to maintain cultural presence, collectively remember shared pasts and physically conserve indelible attributes of place.

Learning Outcomes

Upon completion of this course, students should be able to:

- Understand and articulate several definitions of historic preservation and relate them to the professional, academic and public discourses, especially in the US context;
- Understand and articulate the ways in which historic preservation can be used as tool of producing narrative, culture and heritage;
- Articulate the relationship of historic preservation to political and cultural power;
- Apply practices within historic preservation to community memory efforts in The Ville neighborhood;
- Develop a stake in historic preservation related to your own scholarly or design practice.

Logistics

This course is attempting to benefit from two aspects that make it a distinctive course: being based in place at Sumner High School in St. Louis' The Ville neighborhood, rather than a classroom; and combining students from Sam Fox School of Design and Visual Arts and those from the College of Arts & Sciences. Transportation will occur by carpool or individual driving.

Schedule

September 1: Introductions

Field Work: Tour of Sumner High School TBD

Guest: Matt Bernstine, Director, Office of Socially Engaged Practice, Sam Fox School

Reading Circulated in Class:

Raymond Williams, "Culture," *Keywords: A Vocabulary of Culture and Society* (Oxford: Oxford University Press, 1976)*.

September 8: What "Historic Preservation" Can Mean

Guest: Meg Lousteau, Director, Cultural Resources Office, City of St. Louis

Readings:

Aloïs Riegl, "The Modern Cult of Monuments: Its Character and Its Origin," *Oppositions* 25 (1982).

William J. Murtagh, "The Preservation Movement and the Private Citizen Before World War II" and "Government and Preservation Since World War II," *Keeping Time: The History and Theory of Preservation in America* (New York: John Wiley & Sons, 2006).

Dolores Hayden, "Contested Terrain," "Urban Landscape History" and "Place Memory and Historic Preservation," *The Power of Place: Urban Landscapes as Public History* (Cambridge: The MIT Press, 1995).

Thomas F. King, "Repeal the National Historic Preservation Act," *Bending the Future: 50 Ideas for the Next 50 Years of Historic Preservation in the United States* (Amherst: University of Massachusetts Press, 2016).

Discussion Points

September 15: Authenticity and Material

Field Work: *Urban Archaeology* exhibition, Pulitzer Arts Foundation, 3716 Washington Boulevard

Guest: Stephanie Weissberg, Curator, Pulitzer Arts Foundation

Readings:

J.B. Jackson, "The Necessity for Ruins," *The Necessity for Ruins* (Amherst: University of Massachusetts Press, 1980).

Françoise Choay, "Seven Proposals on the Concept of Authenticity and Its Use in Historical Heritage Processes," *Historic Preservation Theory: An Anthology: Readings from the 18th to the 21st Century* (Sharon, Conn.: Design Books, 2023).

Catherine M. Howett, "Integrity as a Value in Cultural Landscape Preservation," *Historic Preservation Theory: An Anthology: Readings from the 18th to the 21st Century* (Sharon, Conn.: Design Books, 2023).

Discussion Points

September 22: The Uses of Preservation

Readings:

Ned Kaufman, "Protecting Storyscape," *Place, Race and Story: Essays on the Past and Future of Historic Preservation* (London: Routledge, 2009).

Davarian L. Baldwin, "'It's Not the Location; It's the Institution': The New Politics of Historic Preservation Within the Heritage Tourism Economy," *Buildings and Landscapes* 23.2 (Fall 2016).

Frederic Jameson, "Nostalgia for the Present," *Historic Preservation Theory: An Anthology: Readings from the 18th to the 21st Century* (Sharon, Conn.: Design Books, 2023).

Discussion Points

Paper #1 Due

September 29: The Uses of History

Readings:

Jacques Rancière, "The Dead King," *The Names of History: On the Poetics of Knowledge* (Minneapolis: The University of Minnesota Press, 1994).

Svetlana Boym, "The Angel of History," *The Future of Nostalgia* (New York: Basic Books, 2001).

Edward Said, "Professionals and Amateurs," *Historic Preservation Theory: An Anthology: Readings from the 18th to the 21st Century* (Sharon, Conn.: Design Books, 2023).

Discussion Points

October 6: Preserving Black Heritage in the US

Guest: Aja Corrigan, Founding Member, St. Louis Preservation Crew

Readings:

Brent Leggs, Kerri Rubman and Byrd Wood, *Preserving African-American Historic Places* (Washington, D.C.: National Trust for Historic Preservation, 2012).

Kofi Boone, "Black Landscapes Matter," *Ground Up Journal* 6 (2020).

<https://worldlandscapearchitect.com/black-landscapes-matter-by-kofi-boone/>

Amber N. Wiley, "The Dunbar High School Dilemma: Architecture, Power, and African American Cultural Heritage," *Buildings & Landscapes* 20.1 (Spring 2013).

Jeremy C. Wells, "10 Ways Historic Preservation Policy Supports White Supremacy and 10 Ways to End It," unpublished paper (2021).

Discussion Points

October 13: NO CLASS

October 20: Midterm Review

Midterm Presentations

Paper #2 Due

October 27: Producing Heritage

Field Visit: National Building Arts Center (<http://nationalbuildingarts.org>)

Readings:

David Berliner, "Introduction: The Loss of Culture and the Desire to Transmit It Onward," *Losing Culture: Nostalgia, Heritage and Our Accelerated Times* (New Brunswick: Rutgers University Press, 2020).

David Lowenthal, "The Purpose of Heritage," *The Heritage Crusade and the Spoils of History* (Cambridge: Cambridge University Press, 1998).

Laurajane Smith, "Heritage as a Cultural Process," *The Uses of Heritage* (London: Routledge, 2006).

Final Project Proposals Due
Discussion Points

November 3: Power, Narrative and Place

Readings:

Michel-Rolph Trouillot, "The Power in the Story," "The Three Faces of Sans Souci" and "The Presence in the Past," *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995).

Discussion Points

November 10: Alternatives to Historic Preservation

Readings:

Jorge Otero-Pailos, "Experimental Preservation: The Potential of Not-Me Creations," *Experimental Preservation* (Zürich: Lars Müller Publishers, 2016).

Alden A. Fletcher, "Forced Betting the Farm: How Historic Preservation Law Fails Poor and Nonwhite Communities," *The Georgetown Law Journal* 109.6 (2021).

Australia ICOMOS, *The Burra Charter* (1979).
<http://australia.icomos.org/publications/charters/>

Suggested Reading:

Rem Koolhaas, "Preservation is Overtaking Us," *Future Anterior* 1.2 (Fall 2004).

Discussion Points

November 17: Open Day

Activities TBD.

Paper #3 Due

November 24: No Class, Thanksgiving Break

December 1: Final Project Workshop

Individual and Group Meetings TBD

December 8: Final Review

Final Presentations

December 20: Final Projects Due (NO CLASS)

Submission By End of Day

Recommended Readings About The Ville

Michael R. Allen, "Sam Moore's Legacy Should Be Change in North St. Louis," *St. Louis American* (February 28, 2020).

http://www.stlamerican.com/news/columnists/guest_columnists/sam-moore-s-legacy-should-be-change-in-north-st/

Betsy Bradley et al., *Historic and Architectural Resources of The Ville, St. Louis [Independent City], Missouri* (2010).

Tim Logan, "Free Fall," *Next City* (October 8, 2012).

<https://nextcity.org/features/free-fall>

Kameel Stanley and Tim Lloyd, "Out of the Ville," *We Live Here* (December 12, 2017).

<https://news.stlpublicradio.org/podcast/we-live-here/out-of-the-ville>

Assignments

Discussion Points and Essays

In the first week of the course, students will select a week in which they will be responsible for leading course discussion. The discussion points assignment requires the student to offer a 10-minute position on the readings and themes for the week (not a summary, but a well-developed critical analysis and position), and then to develop at least three questions to guide course discussion. Students then will draft a 1,000-word essay presenting their analysis of the readings and themes, which will be due one week after the session in which the student led the discussion.

First Paper

Students will write a 2,000-word paper on their own interest in historic preservation early in the semester that will respond to an assignment distributed in the first week of class. Due: September 22.

Second (Midterm) Paper

Students will write 3,000-word second papers on topics of their choosing, and potentially related to their final projects. The parameters of the midterm paper will be distributed in the third week of the semester. Due: October 20.

Third Paper

Students will write a 1,500-word paper reflecting on the semester's readings. Due: November 17.

Final Projects

Students will develop a final research project that addresses one of the sites in north St. Louis distributed in the third week of class. Final projects shall apply the theoretical and practical models discussed in the course. Students will both develop primary-source research on the sites and apply theories and concepts from secondary sources. Final projects may take the form of building histories and documentations, research papers, oral histories of residents or stakeholders, podcasts or short films, guided tours or proposed memorialization. Proposals Due: October 27. Final Work Due: December 20.

Evaluation and Grading

The required work in the seminar will include several response papers, midterm and final projects, participation in discussion and attendance. The final grade will be based on this formula:

Discussion Points and Essays	20%
First Paper	15%
Midterm Paper	20%
Final Project	30%
Attendance and Participation	15%

Papers and work will be graded numerically out of 100 points. Final grades will be letter grades based on the following grading scale:

A	=	93% +
A-	=	90–92%
B+	=	87–89%
B	=	83–86%
B-	=	80–82%
C+	=	77–79%
C	=	70–76%
D	=	60–69%
F	=	60% or lower aq Z2!Q

Course Policies and Information for Students

Attendance Policy

Attendance is a significant part of design education and crucial to evaluation performance and to cultivate an energetic and inspiring participatory culture. The attendance policy is intended to ensure an optimal learning environment across all courses.

Unexcused Absences

Students are allowed two unexcused absences (one unexcused absence for any course less than 3 credits) and will receive one full letter grade penalty for each subsequent unexcused absence. Students who accumulate four unexcused absences in any course (two unexcused absences for any course less than 3 credits) or miss a midterm, final review, or exam are at risk for a non-passing grade. Students who miss more than 20 minutes of class are considered absent; three late arrivals or early departures will equal one absence.

Excused Absences

Students are allowed excused absences due to illness and quarantine without penalty. Faculty may ask for a doctor's note or other acceptable proof to substantiate an excused absence.

Students who accumulate more than six excused and unexcused absences (three excused and unexcused absences for any course less than 3 credits) are at risk for receiving a non-passing grade, at the determination of the program chair in consultation with the faculty.

Any student who misses class is responsible for contacting a fellow student to find out what they missed, make up all work, and prepare for the next class.

The Sam Fox School Attendance Policy remains in place, but accommodations will be made in light of COVID-19. As noted in public health protocols, any student diagnosed with COVID, experiencing symptoms associated with COVID, or exposed to COVID directly should not come to class.

Communicate with the instructor immediately about the situation and work toward a commonly understood resolution. In some cases, students may shift their participation online. In other cases, students may need to make up for missing classes or critiques/reviews through other means.

Following university policy, class will begin promptly with the start time listed or the agreed online time with the instructor.

Other Policies

1. PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS: Late work will lose three points for each day that it is late. Requests for extensions must be made before the start of the class session before the assignment is due. Always consult the instructor if in doubt.
2. REGRADING POLICY: Regrading is not automatic. The instructor retains discretion to grant requests for regrading.
3. REQUESTS FOR INSTRUCTOR FEEDBACK ON DRAFTS AND REQUESTS TO REVISE: Please consult the instructor if you want to receive feedback on writing before it is due.
4. TECHNOLOGY POLICIES: Computers and smart phones may aid course sessions by allowing students to pull up readings, websites, images or other materials to share. These devices should not be used for other purposes during class time. Absolutely no use of these devices for personal communications, web browsing or games is allowed.

Post Break Policy

The university recognizes that meaningful breaks from coursework are important in creating an environment that fosters wellness and balance in our campus community. To enhance students' capacity to utilize scheduled breaks within the semester to support their well-being:

- No assignments of any kind should be due during break days, as listed on the University Registrar's website.
- No assessments or assignments (i.e., exams, quizzes, papers, projects) contributing to a significant portion of the course grade ($\geq 15\%$ of the course grade) may be due on the first calendar day of classes following a break.
- Instruction Assistants should not be expected to return graded material on these days.

Routine preparation for class is still expected, including reading assignments. Exceptions may only be made for courses meeting once per week; however, these courses are encouraged to avoid scheduling significant assessments or assignment deadlines for these days wherever possible.

Grade Dispute Policy

The Sam Fox School aims to provide each student with a fair assessment of their academic work and studio. Students have the right to dispute their overall course grade (not individual assignments) if they believe that grade does not accurately reflect the quality of their work. A grade dispute must be submitted to the faculty member who assigned the grade within 30 days of receipt of the grade. The School stresses that every effort to resolve this dispute be made by the faculty and student involved. A student's eligibility for advancement in sequential coursework requires timely resolution of the grade dispute. For more information, visit <https://insidesamfox.wustl.edu/items/grievance-grade-dispute-policy/>.

Religious Holiday Class Absence Policy

The Sam Fox School of Design & Visual Art recognizes the individual student's choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed due to religious observance, and instructors are asked to make every reasonable effort to accommodate such requests. The Office of Religious, Spiritual, and Ethical Life maintains a calendar of many religious holidays observed by the WashU community. The policy guides students and faculty for accommodations for religious observances.

Technology Policies

Computers or other electronic devices may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic devices to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the instructor's discretion unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops, cellphones, and other electronic devices or use of these for coursework from other classes is prohibited as it is disruptive to the learning process of everyone in the classroom. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and Internet use. Work on other coursework may include, but is not limited to, accessing the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. All devices should be set on silent before class begins. In the case of an emergency, please step out of the room to take a call. The instructor has the right to hold students accountable for meeting these expectations. Failure to do so may result in losing participation or attendance points or being asked to leave the classroom.

License for Non-Exclusive Right to Reproduce and Distribute

Michael Allen has non-exclusive rights to reproduce and distribute work produced in this class as part of a publication or body of work, including products from this course or other works. Students retain ownership of all rights held under copyright. This permission is revocable for three months following this course's conclusion via written notification to Michael Allen.

Academic Integrity

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others (including generative artificial intelligence) must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

For additional details on the university-wide Undergraduate Academic Integrity policy, please see: <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>

Instructors are encouraged to include in their syllabus a link to school-specific information on Academic Integrity policies and procedures.

English Language Proficiency

If English language proficiency is such that the student may need special assistance in lectures, reading, written assignments, or exam taking, please communicate these needs to the instructor, who may refer the student to the English Language Program (ELP). ELP is a University-wide resource that provides classes and academic English language support designed to increase non-native English-speaking students' English language proficiency and facilitate their academic success at Washington University. Other Academic Assistance resources are available through the Office for International Students and Scholars.

Diversity, Equity, and Inclusion in the Sam Fox School

The Sam Fox School is committed to providing an equitable and inclusive classroom and studio experience in which students, faculty, and staff engage in diverse topics and thoughtful dialogue. Students, staff, and faculty may experience or witness microaggressions and incidents of bias, prejudice, or discrimination. If you witness or experience such an incident, please contact Stephen Deaderick (sdeaderick@wustl.edu), Sam Fox School Assistant Director for Diversity, Equity, and Inclusion, for support or to report the incident. You may also report your experience to the Bias Report and Support System (BRSS) and find additional resources through the Center for Diversity and Inclusion: <https://students.wustl.edu/bias-report-support-system/>.

University-Wide Policies and Resources for Students

For information on all available student resources, including disability accommodations, campus safety, mental health resources, writing assistance, grievance procedures, and much more, please go to Policies & Resources.

For school registration policies and procedures, please reference the Front Matter.

COVID-19 Health and Safety Protocols

Students experiencing symptoms consistent with COVID-19 or concerned about a possible exposure should contact Habif Health and Wellness Center (314 935-6666) to arrange for testing as indicated. If a student tests positive for Covid-19, they will receive a letter with instructions about any necessary isolation that they can share with their instructors. Any accommodation needs for COVID-related absence not covered in an instructor's standard course policies should be discussed between the student and instructor.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found on the Health and Safety webpage. This includes:

Masking;

Masking remains a valuable tool in the mitigation of COVID-19, particularly in light of new and emerging variants. Students and instructors are encouraged to treat requests to mask with care and

consideration, keeping in mind that some individuals may be at a higher risk, caring for others at a higher risk, or feeling less comfortable in a mask-optional environment. Based on monitoring of regional and campus conditions, a mask requirement may be implemented as needed.

Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources (www.disability.wustl.edu) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies should a requirement be in place.

Reporting Sexual Assault and Harassment

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title IX Coordinator, at (314) 935-3411, cmcopeland@wustl.edu. They will also offer available resources, including confidential support resources through the Relationship and Sexual Violence Prevention (RSVP) at 314-935-3445. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Gender Equity and Title IX Compliance Office

Disability Resources (DR)

WashU supports the right of all enrolled students to an equitable educational opportunity, and strives to create an inclusive learning environment. In the event the physical or online environment results in barriers to the inclusion of a student due to a disability, they should notify the instructor as soon as possible.

Disabled students requiring adjustments to equitably complete expectations in this course should contact WashU's Disability Resources (DR), and engage in a process for determining and communicating reasonable accommodations. Because accommodations are not applied retroactively, DR recommends initiating requests prior to, or at the beginning of, the academic term to avoid delays in accessing accommodations once classes begin. Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student.

Disability Resources: www.disability.wustl.edu; 314-935-5970

Statement on Military Service Leave

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: <https://veterans.wustl.edu/policies/policy-for-military-students/>.

Preferred Name and Personal Pronouns

Washington University in St. Louis recognizes that many students prefer to use names other than their legal ones to identify themselves. In addition, in order to affirm each person's gender identity and

lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person's experience of safety, respect, and support. See: Pronouns Information and Preferred Name.

Emergency Preparedness

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the "Quick Guide for Emergencies" that is found near the door in many classrooms and main lobby areas of buildings for specific emergency information and instructions. For additional Information and EAP maps, visit <https://emergency.wustl.edu/>. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the WashU Safe app and enable notifications.

To report an emergency:

Danforth Campous: (314) 935-5555

School of Medicine Campus: (314) 362-4357

North/West/South and Off Campus: 911 then (314) 935-5555

Confidential Resources for Instances of Sexual Assault, Sex Discrimination, Sexual Harassment, Dating Violence, Domestic Violence, or Stalking

The University is committed to offering reasonable academic accommodations (e.g. a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek a formal investigation or criminal charges. If a student needs to explore options for medical care, other services, or reporting, or would like to receive individual counseling services, there are free, confidential support resources and professional counseling services available through the Relationship and Sexual Violence Prevention (RSVP) Center. If you need to request such accommodations, please contact RSVP to schedule an appointment with a confidential and licensed counselor. Although information shared with counselors is confidential, requests for accommodations will be coordinated with the appropriate University administrators and faculty. The RSVP Center is located in Seigle Hall, Suite 435, and can be reached at rsvpcenter@wustl.edu or (314) 935-3445. For after-hours emergency response services, call the Sexual Assault and Rape Anonymous Helpline (SARAH) at (314) 935-8080 or call 314-935-6666 or (314) 935-5555 and ask to speak with an RSVP Counselor on call. See: RSVP Center.

Counseling and Psychological Services Counseling and Psychological Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student's academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety, depression, and thoughts of suicide. Individual, Conjoint, and Group therapy are all provided in addition to referrals for off-campus support. Information can be found on the Mental Health Services webpage.

The Division of Student Affairs also offers a telehealth program to students called TimelyCare. While students are encouraged to visit Counseling and Psychological Services during business hours, this additional service also provides after-hours access to medical care and 24/7 access to mental telehealth care across the United States, with no cost at the time of the visit. 12 counseling visits are

provided at no charge as well as a limited number of psychiatry appointments. Students who pay the Health and Wellness fee are eligible for this service.

Additionally, see the mental health services offered through the RSVP Center listed above.

The Writing Center

The Writing Center offers free writing support to all Washington University undergraduate and graduate students. Staff members will work with students on any kind of writing project, including essays, writing assignments, personal statements, theses, and dissertations. They can help at any stage of the process, including brainstorming, developing and clarifying an argument, organizing evidence, or improving style. Instead of simply editing or proofreading papers, the tutors will ask questions and have a conversation with the writer about their ideas and reasoning, allowing for a higher order revision of the work. They will also spend some time looking at sentence level patterns to teach students to edit their own work.

The Center is located in Mallinckrodt and open Sunday through Thursday from 11:00 am to 9:00 pm and Friday from 11:00 am to 5:00 pm. Students are seen primarily by appointment, with walk-ins accepted as the schedule allows. They also have dedicated walk-in hours for undergraduates on Tuesday and Wednesday afternoons. Both in-person and online appointments are available. To make an appointment, go to writingcenter.wustl.edu. Email: writing@wustl.edu.

The Learning Center

The Learning Center provides peer-led support programs, including course-specific mentoring and academic skills coaching (study and test-taking strategies, time management, etc.), that enhance undergraduate students' academic progress. Contact them at learningcenter@wustl.edu or visit ctl.wustl.edu/learningcenter to find out what support they may offer for your classes.

Center for Diversity and Inclusion (CDI)

The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities. Additional Diversity and Inclusion information can be found at <https://diversityinclusion.wustl.edu/>.

Gephardt Institute

Students play an essential role in a vibrant and functioning democracy! State and local elections take place throughout the year and have a direct impact on our communities. You can register to vote, request an absentee ballot, confirm your polling location, and get Election Day reminders at <http://wustl.turbovote.org> for any of the 50 states and Washington D.C. WashU students are considered Missouri residents, and eligible student voters can register to vote in the state of Missouri or their home state.

If you are ineligible to vote, you can participate by encouraging your friends to register and vote, engaging your peers in local issues, and taking part in other civic and community engagement activities. For more resources on voting and other civic and community engagement opportunities, please visit <http://washuvotes.wustl.edu> and <http://gephardtinsttute.wustl.edu>.

University Libraries

University Libraries include seven unique locations across the Danforth Campus, but they are much more than just beautiful, quiet spaces for studying and group work. The Libraries include librarians for every discipline on campus, with the expertise to work with you to develop research ideas and find the best resources to meet your needs; or you are welcome to explore our research guides, tailored for each subject and available online. The Libraries hold five million items in the collection—print books, journals, electronic resources, databases, and millions more accessible through interlibrary loan—and you can find it all at the search on our home page. Additional resources for students include special collections, data services, citation help, digital publishing, and more. Visit the Libraries website for more details about these and other ways that the Libraries are here to support your academic success.

Disclaimer

The instructor reserves the right to modify this information throughout the semester.