

The Unruly City

AMCS/CFH/INTER D 429 + ARCH/LAND/MUD 529G | Spring 2024

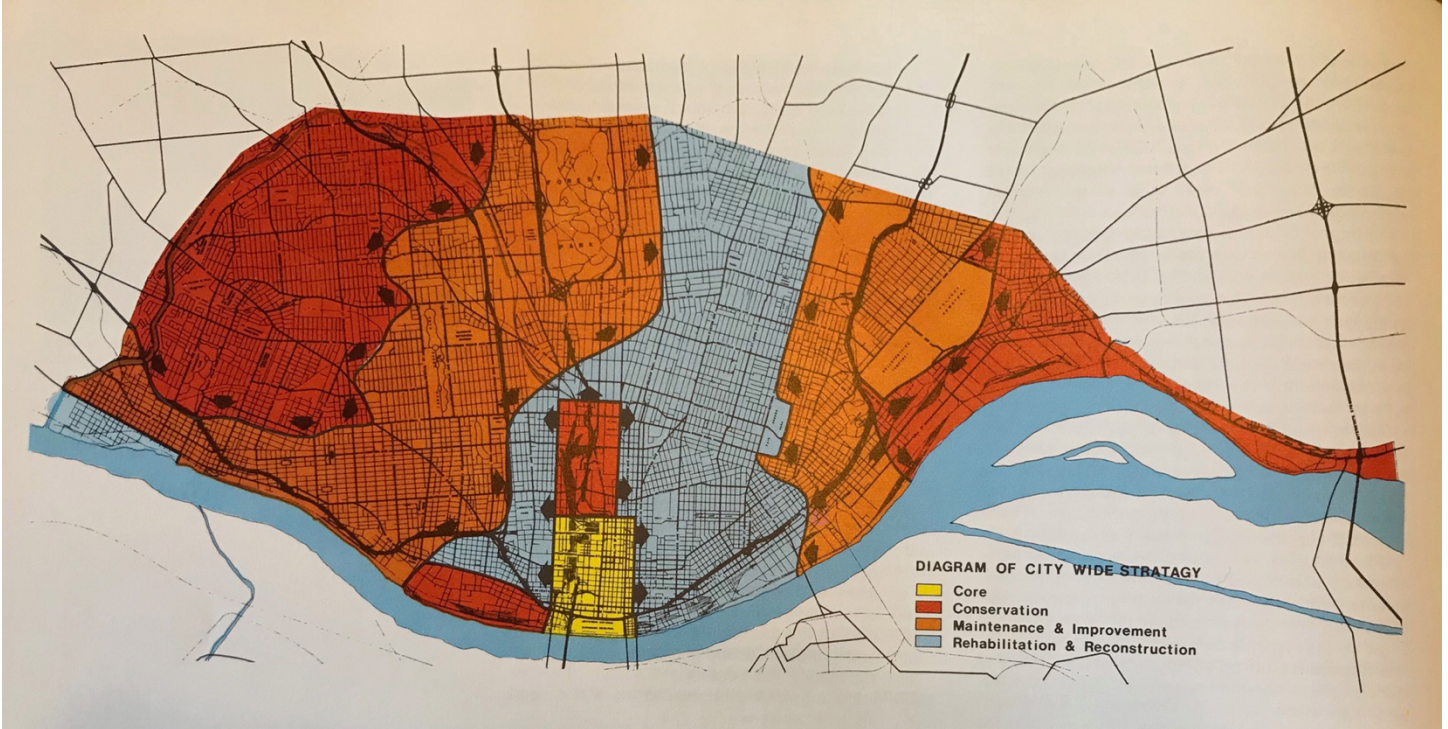


Plate from the St. Louis Development Program (1973), the city's interim comprehensive plan.

**Graduate School of Architecture, Urban Design, and Landscape Architecture
College of Architecture
College of Arts and Sciences
Washington University in St. Louis**

**Location: Sumner High School
Time: Fridays, 1:00–3:50PM**

Instructor: Michael Allen, Senior Lecturer in Architecture, Landscape Architecture and Urban Design
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Office: Steinberg Hall 200
Office Hours: By appointment.

Course Description

The history of the American city is the history of conquering the "unruly": real estate parcels, neighborhoods, buildings, and even people that represent decay, obstacles to capital, unlawfulness or disorder. Designers denigrated unruliness in the pursuit of modernization in the 20th century, but today seem more conflicted on the constitution and remedies for disorder. Is disorder in the eye of the beholder? What disrupts urban life more, the broken windows of vacant houses or the arrival of an upscale grocery in a poor neighborhood? Neighborhoods that have lost most of their population and buildings, or new football stadiums offered as economic and architectural solutions to blight? Programs of housing, urban planning, infrastructural urbanism, zoning, policing, historic preservation and mass transportation have impacts that can either squelch or protect the "unruly." No design is not political.

This course examines the divergent definitions of order and disorder that are shaping contemporary approaches to urban planning, governance and cultural production. This seminar digs into these questions, using the classic debate between Robert Moses and Jane Jacobs over the future of New York City as an entry point into urban political and economic ideas that engage concepts of order and disorder. This course will be place-based at Sumner High School in The Ville neighborhood of St. Louis, a historically Black neighborhood. This semester, The Unruly City will focus some of its investigation on the current effort to update St. Louis' Strategic Land Use Plan, an excellent case to study as an instrument of political power.

Aims

This seminar aims to unpack how the American city and its built forms enshrine divergent philosophical approaches to urban governance and political power, resolutions of political struggles, oppression of non-dominant social actors or alternative political systems. Through attention to histories of spatial conflicts with cities, the seminar unpacks underlying causes and identifies emergent and subversive strategies of resolution. By the end of the semester, we will be able to see the architecture behind architecture – the social forces that are shaping how the city looks, who has access to space and who governs competing claims to the city. We will apply that vision to documenting sites of contestation in and around the center of St. Louis.

Learning Outcomes

Students will be able to:

1. Articulate the factors and competing parties in significant urban spatial conflicts (planning, zoning, policing, housing, capital, race, culture, urban design);
2. Relate the spatial conditions of cities to underlying laws and policies, social practices, ideological formations and capitalist structures;
3. Identify contemporary practices of engaging urban political systems on behalf of popular power;
4. Articulate the impact that the practices of urban design, landscape architecture and architecture have on and within urban political systems;
5. Understand that no built environment is politically neutral.

Course Materials

All required readings are accessible on Box.

Location

This course will meet off-campus at Sumner High School, and students will have to arrange their own transportation through coordinated carpooling.

Course Schedule

Friday, January 19: Introductions

Guest:

Liz Kramer, Principal, Public Design Bureau

Suggested Reading:

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

Friday, January 26: Scales of Knowing the City

Field Work: Exhibition: *Urban Archaeology: Lost Buildings of St. Louis*
Pulitzer Arts Foundation, 3716 Washington

Readings:

Eric Sandweiss, "Cities, Museums and City Museums," *Defining Memory* (Lanham, Maryland: AltaMira Press, 2007).

Pamela Ambrose and Joseph Heathcott, "The City's Curator," *Brick By Brick: St. Louis and the Nation* (St. Louis: St. Louis University Museum of Art, 2004).

Michel de Certeau, "Walking in the City," *The Practice of Everyday Life* (Berkeley, Calif.: University of California Press, 2011).

Friday, February 2: Scales of Ordering the City

Glossary Presentations

Readings:

Jane Jacobs, "The Generators of Diversity," *The Life and Death of Great American Cities* (New York: Random House Books, 1961).

Hillary Ballon, "Robert Moses and Urban Renewal," *Robert Moses and the Modern City: The Transformation of New York* (New York: W.W. Norton & Company, 2007).

Peter Laurence, "A New System of Thought," *Becoming Jane Jacobs* (Philadelphia: University of Pennsylvania Press, 2016).

Cheryl J. Fish, "Place, Emotion, and Environmental Justice in Harlem: June Jordan and Buckminster Fuller's 1965 'Architextual' Collaboration," *Discourse*, 29.2/3 (Spring & Fall 2007).

Suggested Reading:

City Plan Commission, *A Comprehensive Plan for St. Louis* (1947).
<https://www.stlouis-mo.gov/archive/1947-comprehensive-plan/>

Friday, February 9: Configurations of Power

Viewed in Class: *Citizen Jane* (2016; Matt Tyrnauer, director)

Glossary Presentations

Readings:

Roberta Brandes Gratz, "SoHo: A Moses Defeat, A Jacobs Victory," *The Battle for Gotham: New York in the Shadow of Robert Moses and Jane Jacobs* (New York: Nation Books, 2010).

Anthony Flint, "The Battle of Washington Square Park," *Wrestling With Moses: How Jane Jacobs Took on New York's Master Builder and Transformed the American City* (New York: Random House, 2009).

Max Holleran, "Bright Lights, Small Government," *The New Republic* (November 22, 2016).

<https://newrepublic.com/article/138071/bright-lights-small-government>

Brian Goldstein, "'The Search for New Forms': Black Power and the Making of the Postmodern City," *Journal of American History* (September 2016).

Friday, February 16: How The People Become the City

Glossary Presentations

Readings:

Michael Hardt and Antonio Negri, "Of Love Possessed" and "The Metropolis," *Commonwealth* (Cambridge, Mass.: Harvard University Press, 2009).

Chantal Mouffe, "What is Agonistic Politics?" *Agonistics: Thinking the World Politically* (London and New York: Verso, 2013).

Stefano Harney and Fred Moten, "Politics Surrounded," *The Undercommons: Fugitive Planning and Black Study* (New York: Minor Compositions, 2013).

Benjamin S. Case, "A Revolution is Not a Peaceful Protest," *Street Rebellion: Resistance Beyond Violence and Nonviolence* (Chico and Edinburgh: AK Press, 2022).

Friday, February 23: Difference and Inhabitation Rights

Viewed in Class: *Flag Wars* (2003; Laura Poitras, director)

Glossary Presentations

Readings:

James Baldwin, "Stranger in the Village," *Notes of a Native Son* (Boston: Beacon Press, 1955, 1984).

Setha Low, "What Is Public Space?" *Why Public Space Matters* (Oxford: Oxford University Press, 2023).

Richard Sennett, "The Myth of a Purified Identity" and "How Cities Bring the Myth to Life," *The Uses of Disorder: Personal Identity and City Life* (New York: W.W. Norton & Company, 1970).

Leslie Kern, "City of One," *Feminist City: Claiming Space in a Man-Made World* (New York: Verso, 2020).

Friday, March 1: How People Use the City

Glossary Presentations

Readings:

Jane Jacobs, "The Uses of Sidewalks: Contact," *The Life and Death of Great American Cities* (New York: Random House Books, 1961).

Alexandra Lange, "City," *The Design of Childhood* (New York: Bloomsbury Publishing, 2018).

Davarian Baldwin, "The Schools That Ate New York," *The Shadow of the Ivory Tower: How Universities Are Plundering Our Cities* (New York: Bold Type Books, 2021).

David Harvey, "The Art of Rent," *Rebel Cities* (New York: Verso, 2012).

Friday, March 8: Why People Don't Trust Urban Plans

Glossary Presentations

Readings:

Giorgio Agamben, "The Paradox of Sovereignty," *Homo Sacer* (Stanford, Calif.: Stanford University Press, 1998).

Colin Gordon, "City of Blight: The Limits of Urban Renewal in Greater St. Louis," *Mapping Decline: St. Louis and the Future of the American City* (Philadelphia: University of Pennsylvania Press, 2008).

Patrick Cooper-McCann, "The Trap of Triage: Lessons from the 'Team Four Plan,'" *Journal of Planning History* 1.21 (2015).

Jason Hackworth, "Saving the City to Kill It," *Manufacturing Decline: How Racism and the Conservative Movement Crush the American Rust Belt* (New York: Columbia University Press, 2019).

Suggested Reading:

Team Four, *Technical Memorandum 6B* (1975).

Friday, March 15: No Class, Break

Friday, March 22: Midterm Review

Student Presentations

Midterm Projects Due

Friday, March 29: How People Make Neighborhoods

Glossary Presentations

Readings:

Kevin Lynch, "Urban Textures and Networks," *Good City Form* (Cambridge: MIT Press, 1981).

Ben Looker, "A Place Apart: the 'New Ghetto' and the 'Old Neighborhood,'" *A Nation of Neighborhoods: Imagining Cities, Communities and Democracy in Postwar America* (Chicago: University of Chicago Press, 2015).

Sarah Schulman, "The Gentrification of Creation," *The Gentrification of the Mind: Witness to a Lost Imagination* (Berkeley: University of California Press, 2012).

Michael R. Allen, "The Long Reconstruction of Fairground Park: Spatial Citizenship, Race, and the Public Landscape," *The Common Reader* (April 2, 2022).

<https://commonreader.wustl.edu/c/the-long-reconstruction-of-fairground-park/>

Final Project Proposals Due

Friday, April 5: St. Louis Condition: Spatial Segregation

Glossary Presentations

Readings:

Keeanga-Yamahtta Taylor, "The Urban Crisis is Over—Long Live the Urban Crisis!" *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership* (Chapel Hill: University of North Carolina Press, 2019).

Joseph Heathcott, "Black Archipelago: Politics and Civic Life in the Jim Crow City," *Journal of Social History* 38.3 (2005).

Keona Ervin, "'Jobs and Homes...Freedom': Working Class Struggles Against Post-War Urban Inequality," *Gateway to Equality: Black Women and the Struggle for Economic Justice in St. Louis* (Lexington, Ky.: The University Press of Kentucky, 2017).

Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic* (April 2014).

Friday, April 12: St. Louis Condition: Vacancy and Abandonment

Glossary Presentations

Readings:

Alan Mallach, *The Empty House Next Door* (Lincoln Land Policy Institute, 2018).

Keller Easterling, "Disposition," *Extrastatecraft* (New York: Verso, 2014).

Mindy Thompson Fullilove, "Unceasing Struggle," *Root Shock: How Tearing Up City Neighborhoods Hurts America and What We Can Do About It* (New York: New Village Press, 2016).

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

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

Friday, April 19: Field Work/Work Session

Friday, April 26: Field Work/Work Session

Friday, May 2: Final Reviews

Student Presentations

Wednesday, May 8: Final Work Due

Final Projects Due, 5:00PM

Suggested Listen about our Meeting Place:

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

1. Glossary

Each student will be assigned a date for which they must select a word or phrase from one of the readings, and both: write a short essay analyzing the usage of the word or term in the readings, and offering a critical definition of the term; and lead off the seminar session with a 20-minute informal presentation of the selected word or phrase, which should spark conversation in class. The collective work will form a glossary for the seminar. Glossary presentation dates will be distributed in week two and begin in week three. Presentations should be uploaded to Box by the end of the day for the presentation.

2. Glossary Essays

Students will write extended 1,000-word essays on their glossary terms. The essay will extend the presentation into a larger consideration of the ways in which the word or phrase interacts with urban design. Essays should be uploaded to Box *by the start of class* one week after your presentation.

3. Midterm Project

The midterm project will consist of students working in teams of three to create agonistic work around questions of urban planning and regulation. Each student will be asked to develop an essay that presents a certain assigned perspective, and the groups of three will apply their perspectives to the same site or same issue. The essays will be 3,000 words long. Students will present summaries of their arguments in a midterm review after spring break. The full assignment for the midterm project will be distributed and discussed in week two. Grades will be individual.

4. Final Project

Final projects will apply some of the midterm project research to specific sites in St. Louis determined by the instructor and the guests working on the strategic land use plan. Students will remain in their teams which will be grouped together on the same sites, but have individual projects. The exact assignment for the final project will be distributed and discussed in week five. Grades will be individual.

Evaluation

The required work in the seminar will include short response papers, a midterm project, a final research project and participation in the course glossary, participation in discussion and attendance. The final grade will be based on this formula:

Glossary Essay and Presentation	20%
Midterm Project	25%
Final Project	35%
Attendance and Participation in Discussion	20%

Grading Scale

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

Course Policies and Information for Students

This seminar operates on a pedagogical model of participatory inquiry, where all participants shape the research questions and experiential priorities of the course. The seminar requires a high degree of participation through verbal discussion while also demanding a robust schedule of readings to support exploration of themes. While the instructor will lecture and guide, the seminar is a venue for each student to present questions, findings and connections located in readings and field trips. For readings, students should make every attempt to complete readings before meeting, but if not possible, at least discern authors' key points and themes. The seminar encourages research as practice; that is, research not for memorization but for critical understanding of subjects to advance students' own educational goals. Design students should have no fear.

Seminar: *Oxford English Dictionary* definition 1.1: "A class at university in which a topic is discussed by a teacher and a small group of students." Origin: Late 19th century: from German Seminar, from Latin *seminarium* (see seminary).

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 and College of Arts & Sciences Attendance Policies remain 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.

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 university 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 university 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

The university 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. You may 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 Habib 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 Campus: (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 Siegle 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://gephardtstitute.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.