

L90 HIST 321 African Archaeology and History prior to 1800 (same as ANTH 321, Arc 321) – 3 Units

Instructor Information

Sewasew Assefa (She/her)
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Office hours: Available by appointment (through zoom or in person)

Zoom: <https://wustl.zoom.us/j/7604689766>

Meeting ID: 760 468 9766

Office: McMillan 313

Course Description

Beginning with an introduction to the methodological and theoretical approaches of African history and archaeology, the course surveys African societies and cultures from the Neolithic until 1800 AD. Topics include African geography and environmental history, cross-cultural exchange and materiality, food ways and belief systems, development of Swahili cultures, Western Sudanese states, classical kingdoms of the Sahel, and the trans-Atlantic slave trade. This course combines lectures and class discussions for a critical use of contemporary sources, oral histories, and archaeological discoveries.

Course Prerequisites

None

Course objectives

By the end of this course, you will be able to:

1. Identify geographic locations within Africa through map exercises
2. Discuss general African history and archaeological discoveries through a critical and Africanist lens
3. Analyze the reconstruction and presentation of the past through close reading and discussion of primary and secondary historical and archaeological resources
4. Relate and explain major social, technological, economic, and political developments of human societies on the African continent
5. Articulate the relevance of African history and archaeology to our understanding of modern human societies across the world
6. Compose a creative project (essay, music, art, video etc) showcasing at least one aspect of an African past using at least one primary historical and one archaeological document

Course components:

Participation and attendance: (10% of course grade, formative assessment)

Close reading and discussion: (20% of course grade, formative assessment)

I will upload one primary and one secondary reading each week. We will closely read both and answer the questions below. We will also leave questions and comments regarding the readings.

1. Who is the author? What was/is their background and training?
2. When was the document written? How have attitudes and commonly accepted principles changed since it was produced?
3. Does the author have any discernible biases? If so, how do they influence the reliability and usefulness of the document?
4. What questions do you have about the document?
5. What is the author's primary thesis and why are they taking this position? How does this thesis relate to the African history issues under consideration for this particular class meeting?

Learning activities/assignments: (20% of course grade, formative assessment)

Some learning modules will have associated activities to help you engage with the material and allow me to understand where you are in the learning process. This will include various assignments like mapping (5%), Archaeological theory (5%), Ethics in research (5%), and Heritage and conservation (5%) exercises.

Creative assignments: (50% of course grade, summative assessment)

There will be two creative assignments: an oral history/historiography (20%) and a final living Africa assignment (30%). The oral history assignment will focus on an individual, place, or culture of your choosing within the continent of Africa. You will be creating a video, an audio, or a written document showing the African experience surrounding the character that you have chosen. This assignment will help you engage with oral history and ethnoarchaeological methods and allows me to assess your understanding of methods and historical information.

The living Africa assignment will focus on an aspect of Africa you can relate to, are interested in learning about at a greater depth or you find most interesting. You will develop a final creative product accompanied by supporting resources. This assignment helps you engage with current or past aspect of Africa and allows me to assess our research and communication skills. Additional details of these assignments will be discussed in class throughout the weeks prior to their deadlines.

Grading policy

All assignments will be graded based on rubrics provided when assignment is discussed. There will not be penalties for late assignments if I receive prior communication that the assignment will be late. Close reading assignments are the only exception and must be

completed on time as falling behind on readings will cause you to miss out on class/online discussions as well as limit your engagement with the course.

Letter grade schema:

A	93% or above	C	73-76.99%
A-	90-92.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	E	below 60%

Attendance policy

Attendance is required for this class. While missing one or two classes throughout the semester is OK and will not impact your grade, not attending class will limit our ability to have a full discussion of our readings and impede success in the course.

Course material

Pdf Articles on course site

PDF articles will be available on our course site and they will be linked to the date we will discuss them.

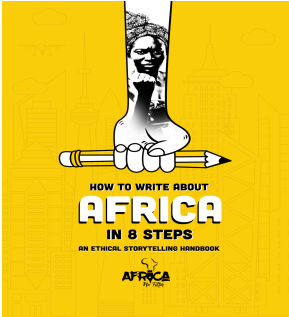
Textbooks

Textbooks can be purchased online from retailers such as amazon, Barnes and Nobles, as well as borrowed from the library. Scanned PDF chapters can also be provided.

- Connah, Graham (2015) African Civilizations: An archaeological perspective. Cambridge University press.
- Shillington, History of Africa (New York, 1995)
- Lovejoy, Transformations in Slavery (Cambridge, 2000)

Course Schedule

	Topics & Goals	Primary docs	Secondary docs	Due
Week 1	Introduction to class-Syllabus		How to write about Africa What do you mean there were no tribes in Africa by Donald R Wright	In class: First thoughts on 1qAfrica exercise

	Reading History and Archaeology:		<p>David and Lyons, “To Hell with Ethnoarchaeology... and Back!”</p> <p>Mazrui, Ali A. (2005) "The Re-Invention of Africa: Edward Said, V. Y. Mudimbe, and beyond." Research in African Literatures 36, no.: 68-82.</p> <p>OR</p> <p>Derricourt, R. M. (2011). Inventing Africa : history, archaeology and ideas. London ; New York: Pluto Press.</p>	
Week 2	Geography and climate	<p>Al-Idrisi’s geography of Africa (12th cen.)</p> <p>Abu al-Fida’s historical geography of Africa (14th cen.)</p>	Phillipson Ch. 1	map exercise
	<p>Site formation processes</p> <p>Archaeological context, stratigraphy, and dating</p> <p>Analogy and ethnoarchaeology</p>		<p>Ashmore & Sharer, p.65-75</p> <p>Feder, p.52-59</p> <p>González-Ruibal 2016</p> <p>Ashmore & Sharer, p.124-137</p>	
Week 3	<p>Archaeological theory</p> <p>Agriculture & Social complexity</p>		<p>V. Gordon Childe’s Urban Revolution</p> <p>The ‘civilization’ problem</p> <p>Emergence of social complexity</p> <p>Feder p.366-372</p> <p>Neumann, “The romance of farming”</p>	<p>Archaeological theory exercise</p> <p>Start: Interpreting archaeological material exercise</p>
		“Skeletons of the sahara video”	Grillo, “Pastoralism and pottery use”.... Dunne et al., “Pastoralist foodways	Start thinking about oral history project ideas

			recorded in organic residues” Gifford-Gonzalez “Pastoralism and its consequences”	
Week 4	Nile Valley- Red sea Civ 3500-500CE		Rodolfo Fattovich, “The Development of Ancient States in the Northern Horn of Africa, 3000 BC to AD 1000: An Archaeological Outline,” Journal of World Prehistory 23 (2010): 145-175. Kathryn Bard, “Political Economies of Predynastic Egypt and the Formation of the Early State,” Journal of Archaeological Research 25 (2017): 1-36	Due: Interpreting arch exercise
	Central Sudan and NE Af			
Week 5	Bantu Migration		Scheonbrun “Great Lakes Bantu Linguistic classification J. Vansina, Paths in the Rainforest, 3-33	
			De Maret: “Archaeologies of the bantu Expansion” De Luna: “Conceptualizing vegetation in the bantu Expansion: Reflections on linguistics in central African History”	Finding primary documents and archives exercise find at least 2 primary sources
Week 6	Religion and political authority: West African Empires	Al-Bakri, al-‘Umari and ibn Khaldun, Nehemiah Levtzion, Corpus of Arabic Sources	D. T. Niane, Sundiata: An Epic of Old Mali (Longmans, 1995)	

	Ghana, Mali Songhay	on West African History Ibn Battuta “Mali” Epic of Sundiata	Ogundiran “Towns and States of the West African Forest Belt” Giblin 2012 (Urbanism and emergence of states, cities and hierarchy)	
		John Barbot “Benin”	Shillington, 68-71 (review), 107-115, 164-167 Connah, 66-107 Kanem Boreno and Hausa: Shillington, 181-188	Oral history: early Draft, questions
Week 7	West Central Af	Correia Leitão’s description of eastern Angola and Lunda, 1756, from Eva Sebastián and Jan Vansina “Angola’s Eastern Hinterland in the 1750s: A Text Edition and Translation of Manoel Correia Leitao’s ‘Voyage’ (1755-1756),” History in Africa 26 (1999): 299-307; 330-352	Thornton, The Kingdom of Kongo: Civil War and Transition, 1641-1718 (Madison, 1983)	
	Great Zimbabwe		Connah, 223-262 Chirikure et al., “Elites and commoners at Great Zimbabwe”	
Week 8	East Africa	Marco Polo’s description of East Africa (13th cen. CE) Zhao Rukuo’s description of Zanzibar and East Africa (12th-13th cen.)		

		<p>“The Chronicle of Amda Tseon,” ed. R Pankhurst.</p> <p>Merid W. Aregay, “Military Elites in Medieval Ethiopia,” <i>Journal of Ethiopian Studies</i> 30 (1997)</p>		Oral history project due
Week 9	Trade: West Africa	Antionius Malfante “Tawat and the Western Sudan trade”	<p>Connah, 108-143</p> <p>— S. and R. McIntosh, “Cities without citadels” in T. Shaw et al (eds.), <i>The Archaeology of Africa</i>, 622-641</p>	
	Trade: Swahili Towns	Al-Mas’udi “The ivory trade”	<p>Shillington, 122-131</p> <p>Connah, 181-222</p> <p>— T. Spear and D. Nurse, <i>The Swahili</i>, 1-31</p> <p>— B. Shahriyar, “An African Adventure”, in B. Lewis (ed.), <i>Islam</i> (vol.2), 82-87</p> <p>Philipson ch 8</p>	
Week 10	Religion	— Ibn Battuta, “Rihla”, in N. Levtzion and J. Hopkins (eds.), <i>Corpus of Early Arabic Sources for West African History</i> , 279-304	<p>Islam: Z. Dramani-Issifou, “Islam as a social system in Africa since the seventh century”, <i>UNESCO General History of Africa</i>, vol. 3, 92-118</p>	Start thinking about Creative project
Week 11		Youruba, Asante, Niger Delta	<p>Shillington, 188-193</p> <p>Lovejoy, 98-127</p> <p>Shillington, 193-196</p> <p>Lovejoy, 165-182</p> <p>Lovejoy, 182-190</p>	Creative project: Audience? Topic?
	Equatorial and southern Africa		<p>Luba, Lunda and Kongo</p> <p>Shillington, 138-146</p>	

			<p>— J. Vansina, “Equatorial Africa before the nineteenth century”, in Curtin et al (eds.), African History, 213-240</p> <p>Shillington, 146-156</p> <p>— M. Hall, “The nature of society”, in Farmers, Kings and Traders, 61-73</p>	
Week 12				<p>Creative project: Find sources and inspirations</p> <p>Due: project concept</p>
				Discuss project concepts... peer feedback
Week 13	European traders		<p>B. Davidson, “Africa and the invention of racism”, in The Search for Africa, 42-64</p> <p>— M. Malowist, “The struggle for international trade and its implications for Africa”, UNESCO General History of Africa, vol. 5, 1-22</p>	
	Slavery	<p>Isaacman and Isaacman “Acquisition of Akaporo”</p> <p>Abu Bakr al-Siddiq</p> <p>Alfonso of Kongo “Evils of the slave trade”</p> <p>Portuguese treaty with the King of Monomotapa</p>	<p>Lovejoy 1-45</p> <p>Lovejoy, 68-90</p> <p>— I. Wilks, “Abu Bakr Al-Siddiq of Timbuktu” in P. Curtin (ed.), Africa Remembered 152-163</p> <p>— O. Equiano, “Interesting narrative of the life of Olauda Equiano”, in V. Carretta (ed.), The Interesting Narrative and Other Writings, 46-76</p>	
Week 14	Pan Africanism		Esedebe, P. Olisanwuche 1994 Pan-Africanism: The Idea and the Movement, 1776-1991. Washington, DC:	Creative project due

			Howard University Press.	
			Giganto and Horlings “Connecting African Diaspora and West African Historical Archaeologies”	
Week 15	Ethics		History of discipline, ethnocentrism, colonialism Ethical archaeology, archaeology of the present Ashmore & Sharer, p.25-37 Miner 1956 Predergast and Sawchuck “Boots on the Ground in Africa’s ancient DNA revolution”	Ethics in research
	Conservation		Khumalo, N.B., 2019. From oral traditions to written records: the loss of African entitlement to self-rule and wealth. Oral History Journal of South Africa, 7(1), pp.1-13.	Heritage and conservation exercises.

Notice on Technical Requirements and Supported Browsers

- Canvas works best in the most recent version of all major browsers, although Google Chrome tends to yield the best results. You can also double-check that your browser is supported.
- Be sure you have downloaded the most recent version of Java and/or a Java plug-in. This free software program helps you to be able to access certain Canvas tools. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.
- The use of audio and video tools within the content editor may require the use of Adobe Flash.

Technical Support

This course is partially online. Because computers are not perfect, plan on having technical issues **at least once** during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Canvas. (This is technical support for

any problems you experience within the Canvas classroom only, not other external software). For additional Canvas support:

- Chat with a Canvas Support Agent (accessible by clicking “Help” in lower left corner of the classroom)
- Call the Canvas Support Line (Students) +1-844-865-2581

“Netiquette” Statement on Internet Communication

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- DON'T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ##%\$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

General Tips for Success in the Online Classroom

Welcome to our online course! The following is a list of helpful information that represents the habits of students who have succeeded in online courses. These tips should help each of you to have a positive experience as well.

1. **GET STARTED:** Remember that this online course begins on day one of the semester. Log in early during the first week to print the syllabus, become oriented to the online classroom, and get to know your professor and classmates. Waiting until the end of the first week to get started may derail your efforts to succeed before you know it.
2. **STAY ORGANIZED.** Bookmark our course websites (Canvas, Online Dictionary, other websites indicated by the professor, etc.) Create a special binder or folder to organize any printed materials. Study time will be easier and more fruitful if you are organized and up to date.
3. **INTERACT WITH YOUR CLASSMATES.** Students who study in small groups or pairs tend to be more successful. You can help each other to understand difficult points in the unit simply by participating regularly in the Discussion Forums.
4. **SHOW UP & ASK QUESTIONS.** Visit me during office hours occasionally for extra discussion as needed. Make an appointment and we can talk in real-time via collaboration

software or phone. You can also email me any questions that arise or post them in the “Questions?” discussion forum.

5. **DO THE READING.** The assigned reading is a valuable part of the course. Students who consistently stay up to date on the reading tend to receive higher grades than those who do not. In this class, the reading will consist of.... which will prepare you to participate in the classroom discussion forums.
6. **STUDY “OFFLINE” SOMETIMES.** Although this is an online course, you need not do all of your studying online. Spend time studying away from the computer by taking notes on the readings.
7. **DON’T PROCRASTINATE.** Procrastination will ruin your experience in the class in several ways. Not only does it prevent you from learning what you are here to learn, but it will also cause you to lose a lot of points. Refer to the list of assignment due dates in this syllabus and follow the steps outlined in the study guide to better understand how to pace yourself appropriately.
8. **HANG IN THERE!!** If this is your first online class, the experience may challenge you at first, but as long as you keep up with the reading and follow your professor’s instructions, you will develop an understanding of the rhythm of the course after the first unit. See me for help as needed, I am your resource and I want to see you succeed and enjoy this course!

Guidelines for Discussion Forum Participation

1. You can reply to either the general topic in the discussion forum or in response to another reply. If you are replying to another post, be sure to indicate the name of the original poster so that they know you are addressing them.
2. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.
3. Before responding to a particular discussion topic, be sure to **complete the reading assignment** of the corresponding unit. Remember that the discussion topics are specifically tied to the readings. Be sure to take your time and write meaningful discussion forum postings. Your ideas and content are important, and issues such as grammar, spelling, accents, vocabulary, and sentence structure count as well. Be sure your posts are well-edited before you submit them since unedited posts do not receive full points.
4. Participate in each discussion over **several days** within the lesson and avoid waiting until the due date to get started. Each discussion requires several posts from you, including replies to classmates. Waiting until the last day to participate minimizes the opportunity to interact with your classmates and me and makes discussion participation much less meaningful for you. It will also result in a loss of points.
5. **Subscribe** to specific discussions so that you are notified when there are new posts to read! This will help you stay current in the evolving discussion.

6. Finally, the discussion forums are meant to be **fun!** Check in often to communicate with your classmates and me.

Expectations for Student Attendance (Canvas log-ins, response to emails, discussions, hours per week students should expect to devote to the class, etc.)

You are expected to have an active presence within Canvas (our online classroom) and that is one way I will monitor your attendance in the course. I can see when you last logged into Canvas and how much time you've spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your convenience within those parameters. Lack of participation in discussions or not answering email messages sent to you will be considered a lack of attendance and will result in a loss of points.

Course Evaluations

I sincerely value your feedback about this course. University College students are encouraged to submit course evaluations at midterm and end-of-semester.

Statement Regarding Grades of “Incomplete”

Grades of *incomplete* are rare and are reserved for medical crises or other documented emergencies occurring late in the semester. Incompletes are reserved for students who were otherwise making satisfactory progress in the course before the emergency and will be allowed at the instructor's discretion.

Academic Integrity

Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university's academic integrity policy. All students are expected to abide by proper citation and attribution techniques.

Academic Support:

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **The Learning Center:** The Learning Center provides access to academic peer mentoring, assists students with essential study and test-taking skills.
- **The Disability Resource Center:** The DRC offers disability resources to students in need.
- **Writing Center:** The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students, and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking

project. Students interested in using the Writing Center should call in advance to make an appointment.

- **Library:** Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loans, computers, reserved study spaces, and so much more.

Inclusive Learning Environment Statement

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance. A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

Bias Reporting

The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team.

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.

Reporting Sexual 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. Jessica Kennedy, the University's Title IX Director, at (314) 935-3118, jwkennedy@wustl.edu. 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.

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

If a student needs to explore options for medical care, protections, or reporting, there are free, confidential support resources and professional counseling services available through the Relationship and Sexual Violence Prevention (RSVP) Center in Seigle Hall, Suite 435, rsvpcenter@wustl.edu, 314-935-3445. For after-hours emergency response services, call 314-935-6666 or 314-935-5555 and ask to speak with an RSVP Counselor on call.

Academic Accommodations:

Reasonable Accommodations for Disabled Students

Washington University in St. Louis supports the rights of enrolled students to a full and equal educational opportunity and, in compliance with federal, state, and local requirements, is committed to reasonable accommodations for individuals with documented disabilities. Disabled students for whom accommodations may be necessary must be registered with, and provide their instructors official notification through, WUSTL's Disability Resources (<https://students.wustl.edu/disabilityresources/>). Once established, responsibility for disability-related accommodations and access is shared by DR, faculty, and the student. Please contact Disability Resources at 314.935.5970 or disabilityresources@wustl.edu.

Sexual Assault Resources

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 criminal or disciplinary action. If you need to request such accommodations, please contact RSVP (information above) to schedule an appointment with an RSVP confidential and licensed counselor. Although the information shared with counselors is confidential, requests for accommodations will be coordinated with the appropriate University administrators and faculty. See: [RSVP Center](#)

Mental Health

Mental Health 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. See <https://students.wustl.edu/mentalhealth-services/>. Additionally, see the mental health services offered through the RSVP Center listed above. WashU Cares: WashU Cares, within the Health and Wellness Unit, provides resources to all students on the Danforth Campus who may be having a hard time. WashU Cares is committed to helping create a culture of caring. Through proactive, collaborative, and systemic approaches, WashU Cares works with students to identify interventions, resources and supports that allow them to be successful. If there is a concern about the physical or mental well-being of a student, please file a report on the WashU Cares website. See <https://washucares.wustl.edu/>.

WashU Cares

WashU Cares, within the Health and Wellness Unit, provides resources to all students on the Danforth Campus who may be having a hard time. WashU Cares is committed to helping create a culture of caring. Through proactive, collaborative, and systemic approaches, WashU Cares

works with students to identify interventions, resources and supports that allow them to be successful. If there is a concern about the physical or mental well-being of a student, please file a report on the WashU Cares website. See: <https://washucares.wustl.edu/>

Preferred Name and Gender Inclusive Pronouns

To affirm each person's gender identity and lived experiences, we must 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:

<https://students.wustl.edu/gender-pronounsinformation/>,

<https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>.

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/>.