ANT 3930: Disaster Anthropology
Section OW59 – Fall 2018

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Graduate Teaching Assistants (GTAs) will hold office hours in Howard Phillips Hall Rm 309. Students will be randomly divided into groups following Drop/Add. TAs will then be assigned to specific groups for the purposes of grading certain assignments (e.g., Online Discussions).

Required Textbooks

Hoffman, Susanna M. and Anthony Oliver-Smith (eds.) 2002. *Catastrophe and Culture: The Anthropology of Disaster* (Links to an external site.)Links to an external site.. SAR Press. (Referred to as CC in the syllabus)

Cooper, Jago and Payson Sheets (eds.) 2012. *Surviving Sudden Environmental Change: Answers from Archaeology* (Links to an external site.)Links to an external site.. University Press of Colorado. The link is for a PDF of the book. Otherwise, the chapters we will read will be provided on WebCourses as PDFs. In other words, you DO NOT need to purchase this book.

Course Description

Anthropological research into disaster reminds us that risk and vulnerability are not equally shared across society, and harm from disasters (natural or otherwise) disproportionately affects communities along lines of inequality. This course provides students with an introduction to the anthropological study of disaster. Anthropologists have become critical to international forensic investigations of disasters and training in disaster anthropology represents a unique opportunity for students to contribute to global security. This course will provide students with conceptual and methodological tools to address what scholars refer to as "the current research deficit" regarding culturally-sensitive data relating to disaster. This includes so-called natural disasters, which reveals how single events (e.g., Hurricane Irma) are only one aspect along a continuum of catastrophe. The true scope of disasters stretches across years, and a single event affects communities for much longer. This course will prepare students to investigate four inter-related themes as outlined by Integrated Research on Disaster Risk (IDIR): investigate the causes and consequences of loss and identify conditions limiting loss; test hypotheses of damage causality (land use, lack of accountability, settlement patterns); identify key factors contributing to

vulnerability and loss which have grown in recent decades; and utilize existing knowledge and approaches from risk assessment in the social sciences.

Course Objectives: Upon successful completion of this course, each student will:

- Be able to theorize what constitutes a disaster.
- Understand the different between anthropogenic vs. 'natural' disaster.
- Be able to apply a forensic approach to studying disasters.
- Appreciate the vital role anthropology now plays in disaster planning, preparedness, and recovery.
- Understand how each of anthropology's subdiscivplines participate in disaster planning, preparedness, and recovery.
- Develop an historical appreciation for Florida disaster history.

Weekly Online Schedule

This is an **online course**. As such, students are not required to meet with the instructor in person. I will hold office hours on campus for local students, and am happy to answer questions and the like via any method available through WebCourses. Students will need to work with other students from time-to-time (e.g., discussions). All tools for these interactions are provided as part of WebCourses.

This course is set-up in bi-weekly chunks. The first week will include an online lecture, readings, and an online discussion. The second week is set aside for students to complete assignments. Students are expected to have all reading done early in the week so they can participate in online discussions.

- **Online lectures** will be posted at 8am on Monday.
- **Assignments are due by midnight on Sunday** (online discussions are the exception, see below).
- **Online discussions** will take place in groups randomly created by the instructor following drop/add.
- **To receive full credit in discussions,** students need to participate before the Sunday deadline. **Students who wait until the final day will lose points.**

Grading

Grades for the course will come from online discussions, bi-weekly assignments, and a semester research project. Late assignments will not be accepted except in extreme cases and only when accompanied by appropriate documentation (i.e. doctor's note). Specific handouts for various assignments will be provided during the semester as needed.

Online Discussions: 70
Research Projects: 50
Annotated Bibliography: 30

Semester Project Video Presentation: 20
Semester Project Final Paper: 30

Total Point: 200

Breakdown of Grading

Online Discussions: An online discussion will take place roughly every other week. **They open at 8am on Monday and close at 12am (midnight) the following Sunday.** These discussions substitute the in-class interaction we would have in a face-to-face course. Students will be randomly sorted into smaller groups for discussion due to the size of this class. The instructor will participate in discussions, but the GTAs will grade them. GTAs are paid for their work in this course, and as such must complete certain tasks (e.g., grading). See the rubric attached to each discussion for more information. **Students who wait until the last day to post will automatically lose 2 points in addition to any other deductions described below.**

Research Projects: Students will complete five research projects throughout the course of the semester. Some of these assignments will help with the semester project (see below) while others will simply reinforce lessons from the readings. Each research project will be discussed in detail during online lectures. Associated assignments in WebCourses will be updated with detailed instructions as we near each assignment's date.

Semester Project: Students will undertake an independent research project as part of this course. This project asks students to act as though they were anthropologists assigned to research and understand a disaster. Students will have some leeway in determining the exact event they research. Various projects throughout the semester will support the semester project. This includes the annotated bibliography, video presentation, and final paper. Detailed instructions will be provided throughout the semester.

Course Grading Scale

A	94-100	A-	90-93.9		
B+	87-89.9	B	84-86.9	B-	80-83.9
C+	77-79.9	C	74-76.9	C-	70-73.9
D+	67-69.9	D	64-66.9	D-	60-63.9
F	59.9 and below				

Attendance and Make-Up Policies

<u>Make-up assignments are only granted if arranged prior to the date in this syllabus, or when accompanied by appropriate documentation (i.e. doctor's note, police report).</u> **Students only have one week to make up work**. Students who contact me after the due date for an assignment/exam MAY be allowed to make it up, but will lose up to 50% for it being late. Due dates are posted at the beginning of the semester and students are responsible for knowing these dates. **There is no make-up for online discussions unless documentation is provided**

explaining why the student was unable to participate for the entire duration of the discussion. <u>This policy is non-negotiable.</u>

Academic Dishonesty

Plagiarism and Cheating of any kind on an exam, quiz, or assignment will result in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course). Students identified as cheating may be referred to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please **do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.**

Student Conduct

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

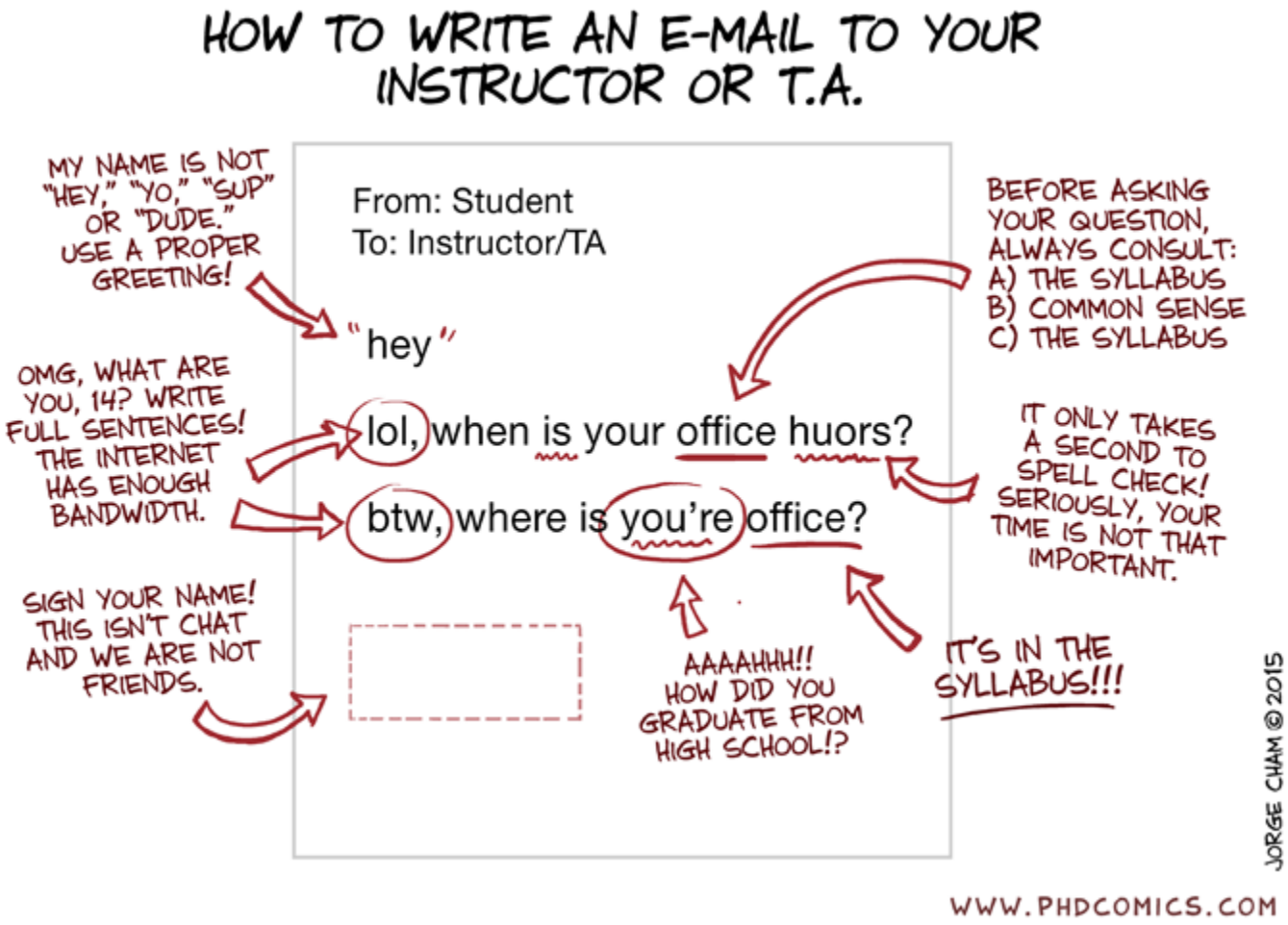
Course Accessibility Statement

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please contact Student Accessibility Services (SAS) office located in Ferrell Commons room 185 or via email at sas@ucf.edu to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Emailing the Instructor

When you email me, put "ANT 3930 Disaster Anthropology" in the subject line. Why? Your email has a better chance of getting my immediate attention if you include the course number and section. I actually recommend you contact me via WebCourses as this information is already included there. I will typically respond with one day, but allow up to two days (48 hours). On the weekends, I may not check my email until Monday morning.

I strongly encourage all students to compose their emails carefully. This only takes a few seconds and will demonstrate that you care about the course. Here are some pointers:



Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait at least 24 hours before contacting me about individual grades. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns with me and avoid any angry emails you may later regret. I also will not provide correct answers as long as other students are still taking an online exam or completing an online assignment.

DO NOT contact me to ask for extra credit, free points, or to round your grade up. If you fail to take note of your grade during the semester, I am not going to let you slide into a higher grade at some later point, like the last week of classes, or even later.

Addressing Me

I prefer to be addressed as Dr. GT, Dr. Gonzalez-Tennant, Professor GT, or Professor Gonzalez-Tennant. Why? Because it is easier for you to say and you don't have to struggle with the pronunciation of my entire surname. That said, **if you insist on incorrectly referring to me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points.** Would you forget to include your boss' full name, or a co-worker's? Take this as a real-world lesson.

Deployed Active Military Duty Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com (Links to an external site.)Links to an external site. if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Copyright

This course may utilize copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this course and your use only. Every reasonable effort is made to credit copyright holders.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Respect for diversity

This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. Failure to respect one another is not the same as not talking. If you have a controversial opinion, or are afraid to bring it up in discussions, please feel free to message me privately we will discuss the best way to approach it in class. Often times, you are not the only one wondering about something.

Semester Calendar

Week 1: August 20 - 24
Topic: Course Introduction
Readings: None
Assignments: Syllabus Quiz

SECTION 1 - INTRODUCTION TO ANTHROPOLOGICAL STUDIES OF DISASTER

Week 2: August 27 - 31
Topic:Introduction to Disaster Research
Readings: CC Chapters 1 & 2
Hoffman, Susanna. 2010. Of Increasing Concern: Disaster and the Field of Anthropology (Links to an external site.)Links to an external site.. *Anthropology News*.
Assignment: Online Discussion 1

Week 3: September 3 - 7
Assignment: Research Project 1 - Student Introductions & Goals for Course

SECTION 2 - LONGITUDINAL STUDIES OF DISASTER

Week 4: September 10 - 14
Readings: CC Chapters 3, 4, 5, 11
Oliver-Smith, Anthony. 1994. Peru's Five Hundred Year Earthquake.
Assignment: Online Discussion 2

Week 5: September 17 - 21
Assignment: Research Project 2 - Researching Historical Event(s)

SECTION 3 - FORENSIC DISASTER INVESTIGATIONS (FORIN)

Week 6: September 24 - 28
Readings: Burton, Ian. 2010. Forensic Disaster Investigations in Depth.
FORIN Report
2011 Global Assessment Report on Disaster Risk Reduction Fact Sheets
2011 Global Assessment Report on Disaster Risk Reduction, Full Document (skim)
Assignment: Online Discussion 3

Week 7: October 1 - 5
Assignment: Research Project 3 - Summary of Semester Research Project (1-2 Page)

SECTION 4 - ONLINE ORAL HISTORY WORKSHOP

Week 8: October 8 - 12
Readings: Slim, Hugo et al. 2006. Ways of Listening, in *The Oral History Reader*, edited by Robert Perks and Alistair Thomson.

Anderson, Kathryn and Dana C. Jack. 2006. Learning to Listen: Interview Techniques and Analysis, in *The Oral History Reader*.

Sanford, Victoria. 2006 "Introduction" and "Excavations of the Heart: ..." In *Engaged Observer: Anthropology, Advocacy, and Activism*.

Hammersley, Martyn and Paul Atkinson. 1995. Insider Accounts: Listening and Asking Questions, in *Ethnography 2nd Edition,* pp. 124-156.
Assignment: Online Discussion 4

Week 9: October 15 - 19
Assignment: Research Project 4 - Oral History Interview (Upload Audio)

SECTION 5 - 'NATURAL' DISASTERS

Week 10: October 22 - 26
Readings: CC Chapters 9 & 10

Mitchell, James K. 1999. Megacities and Natural Disasters.

Rudel, Thomas K. 2007. Changing Agents of Deforestation.
Assignment: Online Discussion 5

Week 11: October 29 - November 2
Assignment: Research Project 5 - Oral History Transcript

SECTION 6 - CULTURAL DIMENSIONS OF DISASTER & TRAUMA

Week 12: November 5 - 9
Topic: CC Chapters 6, 7, & 8

Adams et al. 2009. Chronic Disaster Syndrome: ...

Revet, Sandrine. 2013. 'A Small World': Ethnography of a Natural Disaster Simulation in Peru.

Ensor, Marisa. 2008. Children, Climate Change and Disasters: Challenges and Opportunities for Disaster Anthropology.
Assignment: Online Discussion 6

Week 13: November 12 - 16
Assignment: Annotated Bibliography

SECTION 7 - ARCHAEOLOGICAL APPROACHES TO SUDDEN CLIMATE CHANGE

Week 14: November 19 - 23
Readings: Sheets and Cooper. 2012. Learning to Live with the Dangers …
Sheets, Payson. 2012. Responses to Explosive Volcanic Eruptions …
Dugmore and Vésteinsson. 2012. Black Sun, High Flame, and Flood.
Cooper, Jago. 2012. Fail to Prepare, Then Prepare to Fail.
Sassaman, Kenneth. 2012. Futurologists Look Back.
Assignment: Online Discussion 7

Week 15: November 26 - 30 (Last Week of Classes)
Topic: Upload Final Presentation Video (Monday) and Paper (Friday)

Week 16: December 3 - 7 (Finals Week)
Readings: None
Assignments: None

Important UCF Dates for Spring 2018

August 23, 2018 - Last Day to Drop and Request Full Refund

August 23, 2018 - Drop/Swap Deadline

August 24, 2018 - Add Deadline

October 26, 2018 - Withdrawal Deadline