ANT3930-21Spring 0W60

Disaster Anthropology – Spring 2021 Syllabus

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD
Phone: 407-823-6503
Office Location: Howard Phillips Hall, Room 311C
Virtual Office Hours: Tuesdays 10:00am-11:30am or by appointment.
I will be available to answer emails immediately during my office hours, and I can set up Zoom meetings as needed.

Graduate Teaching Assistant (GTA): Alexandria Brock
Office: Main Campus, Phillips Hall, 311
Email: Use WebCourses Mail
Virtual Office Hours: TBD

Required Textbooks

All readings will be provided as PDFs on WebCourses and/or via the UCF library.

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 plays in disaster planning, preparedness, and recovery.
- Understand how ethnography and archaeology participate in disaster planning, preparedness, and recovery.

GroupMe & Social Media Policy

GroupMe and other forms of social media can be excellent ways to communicate with your fellow students. However, it is also used to cheat in online courses. Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF and I both monitor GroupMe.

My Approach to Online Teaching

This is an online course, which means we DO NOT meet in person. All assignments are completed online. The instructor will hold office hours virtually and students can interact via email or through WebCourses. We will adhere to the course schedule for all assignments. Due dates are extremely important.

- **Online lectures** (and PDF versions) will be posted by Friday the previous week.
- **Pay attention to due dates.**
- **There are no exams in this course.**
- Weekly lectures are posted as ungraded discussions, to facilitate conversation but not force it.

Grading

Grades will be determined from the following:

Online Activities: 15 possible points
Research Projects: 30 possible points
Semester Project: 55 possible points

Total Possible Points: 100

Breakdown of Grading

Online Activities: Students will complete short online activities to explore topics related to disaster anthropology. These are fun exercises that encourage individual exploration of relevant internet-based resources (or which there are MANY!).
[Possible Points: 15]

Research Assignments: Students will complete research projects that connect readings and their semester project. 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 (along with the posting of online lecture the week before).
[Possible Points: 30]

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 specific event. Students will have some leeway in determining the exact event they research. Assignments related to your research project will take place throughout the semester. This includes a statement of intent, annotated bibliography, 8-page research paper, and video presentation. Detailed instructions for each assignment will be provided throughout the semester.
[Possible Points: 55]

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				

Extra Credit Opportunities

I offer one extra credit opportunity. This is a syllabus quiz and serves as the confirmation of academic activity. It allows you to receive financial aid and is initially due the first Friday of the semester. The due date will then be adjusted allowing students to take the quiz an unlimited number of times throughout the semester. The final due date will be the last day of class. This adjustment allows students to receive full (extra) credit. It is worth 2 points, or 2% of your overall grade.

Late Assignment Policy

Assignments are administered via WebCourses. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete online assignments. If a student fails to contact the instructor before a due date, they must provide appropriate documentation to be allowed to make up work. Appropriate documentation includes official UCF correspondence, doctor’s notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them. Students have 1 week to make-up assignments. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

Contacting the Instructor

Students will use WebCourses Mail for all course-related communications with the instructor. This is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two

days (48 hours) for a response, although I usually respond within a few hours or less. I may not respond on Friday evenings or weekends. If you send a message during this time and I do not respond by Wednesday of the following week, please re-send the message as it was likely buried by other messages. Students should take care in composing messages. It only takes a moment and demonstrates that you care about the course.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait 24 hours before contacting the instructor and/or GTAs about grades, **especially on exams**. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. DO NOT contact the instructor to ask for additional extra credit, free points, or to round up your grade.

Addressing Me

I prefer to be addressed as Dr. GT. Why? It is easier for you to say. **If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points**. Would you forget your boss' name, or a co-worker's name?

Semester Calendar

Week 1: Jan 11 - 15
Topic: Course Introduction
Readings: None
Assignments: Syllabus Quiz

Week 2: Jan 18 - 22
Topic: Introduction to the Anthropology of Disaster
Readings: Oliver-Smith, Anthony. 1999. "What Is A Disaster?": Anthropological Perspectives on a Persistent Questions. In *The Angry Earth*...
Oliver-Smith, Anthony and Susanna Hoffman. 2002. Introduction: Why Anthropologists Should Study Disasters. In *Catastrophe & Culture*...
Hoffman, Susanna. 2010. Of Increasing Concern: Disaster and the Field of Anthropology (Links to an external site.). *Anthropology News.*
Assignment: Online Activity 1: UCF's Hurricane History

Week 3: Jan 25 - 29
Topic: Longitudinal Studies of Disaster
Readings: Oliver-Smith, Anthony. 1994. Peru's Five Hundred Year Earthquake.
Garcia-Acosta, Virginia. 2002. Historical Disaster Research. In *Catastrophe & Culture*...
Assignment: Research Project 1: Collecting Historical Evidence

Week 4: Feb 1 - 5
Topic: Forensic Investigations of Disaster (FORIN)

Readings: Burton, Ian. 2010. Forensic Disaster Investigations in Depth.
FORIN Report

Week 5: Feb 8 - 12
Topic: Why Disaster Response Fails
Readings: Hoffman, Susanna M. Defining Disaster upon Disaster... In *Disaster Upon Disaster*.
Barrios, Roberto E. Unwieldy Disasters. In *Disaster Upon Disaster*.
Assignment: Semester Project 1: Statement of Intent

Week 6: Feb 15 - 19
Topic: Interviewing Disaster Survivors, Part I
Readings: Slim, Hugo et al. 2006. Ways of Listening, in *The Oral History Reader*.
Anderson, Kathryn and Dana C. Jack. 2006. Learning to Listen: Interview Techniques and Analysis, in *The Oral History Reader*.
Assignment: Online Activity 2: Remote Interviewing Resources

Week 7: Feb 22 - 26
Topic: Interviewing Disaster Survivors, Part II
Readings: 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: Research Project 2: Oral History Interview (Recording)

Week 8: Mar 1 - 5
Topic: Plights, Problems, and Quandaries
Readings: Fiske, Shirley J. and Elizabeth Marino. Slow-Onset Disaster... *In Disaster Upon Disaster*.
Oliver-Smith, Anthony. Resettlement for Disaster Risk Reduction... In *Disaster Upon Disaster*.

Week 9: Mar 8 - 12
Topic: So-Called Natural Disasters, Part I
Readings: Moseley, Michael E. Modeling Protracted Drought... In *Catastrophe & Culture.*
McCabe, J. Terrance. Impact of and Response to Drought among Turkana Pastoralists.... In *Catastrophe & Culture.*
Assignment: Research Project 2: Oral History Interview (Transcript)

Week 10: Mar 15 - 19
Topic: So-Called Natural Disasters, Part II
Readings: Button, Gregory V. and Erin R. Eldridge. A Poison Runs Through It... In *Contextualizing Disaster*.
Bankoff, Greg and George Emmanuel Borrinaga. Whethering the Storm... In *Contextualizing Disaster*.

Week 11: Mar 22 - 26
Topic: Archaeological Approaches to Sudden Environmental Change, Part I
Readings: Sheets, Payton and Jago Cooper. Introduction: Learning to Live with the Dangers of Sudden Environmental Change. In *Surviving Sudden Environmental Change (Links to an external site.).*
Cooper, Jago. Fail to Prepare, Then Prepare to Fail. In *Surviving Sudden Environmental Change (Links to an external site.).*
Assignment: Online Activity 3: Storm Surge Threats to Florida's Cultural Heritage

Week 12: Mar 29 - Apr 2
Topic: Archaeological Approaches to Sudden Environmental Change, Part II
Readings: Dugmore, Andrew and Orri Vesteinsson. Black Sun, High Flame, and Flood. In *Surviving Sudden Environmental Change (Links to an external site.).*
Nelson, Margaret C. et al. Long-Term Vulnerability and Resilience. In *Surviving Sudden Environmental Change (Links to an external site.).*

Week 13: Apr 5 - 9
Topic: The Future of the Archaeology of Sudden Environmental Change
Readings: Kohler, Timothy A. Social Evolution, Hazards, and Resilience. In *Surviving Sudden Environmental Change (Links to an external site.).*
Redman, Charles L. Global Environmental Change, Resilience, and Sustainable Outcomes.In *Surviving Sudden Environmental Change (Links to an external site.).*
Assignment: Semester Project 2: Annotated Bibliography

Week 14: Apr 12 - 16 (No Class, Spring Break)
Topic: None

Week 15: Apr 19 - 23
Topic: Revamping Apparatus and Outcome
Readings: Hoffman, Susanna M. The Scope and Importance of Anthropology... In *Disaster Upon Disaster*.
Bergman, Ann. Future Matter Matters... In *Disaster Upon Disaster*.
Assignments: Semester Project 3: Presentation

Week 16: Apr 26
Topic: Semester Projects Due
Readings: None
Assignments: Semester Project 4: Final Paper

Important UCF Dates for Spring 2021

January 15, 2021 - Last Day to Drop and Request Full Refund
January 15, 2021 - Drop/Swap Deadline
January 15, 2021 - Add Deadline
March 26, 2021 - Withdrawal Deadline

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

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.) 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.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the UCF Online Student Guidelines. for more information about your access to non-academic services.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity (Links to an external site.). For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (Links to an external site.)".

Responses to Academic Dishonesty, Plagiarism, or Cheating

I 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 do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services. (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html. (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu. and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military 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.

Copyright

This course may contain 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 online classroom environment and your use only. All copyright materials are credited to the copyright holder.

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.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Class

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf.. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.