

Anthropology & Climate Change

ANTH 452/652

Class Meets: Tues & Thurs 3:00 – 4:30 pm

Class Location: 0126 F.S. Key Hall

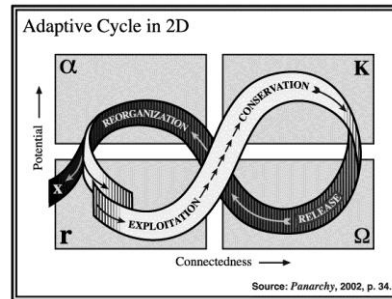
Instructor: Dr. L. Jen Shaffer

Office: Woods Hall B0110

Office Hours: Tuesday 1-2:30 pm

Phone: 301-405-1441

Email: lshaffe1@umd.edu



Course Description

Human activities now influence ongoing global climatic change, and the outcome remains uncertain for communities and cultures around the world. This interaction between humans and climate provides a rich area of study for anthropologists in an interdisciplinary context. Course readings and discussions use social-ecological/complex adaptive systems theory, via a historical ecology framework, to analyze 8 contemporary, historic, and prehistoric case studies. The goal is to understand the impacts of global climate change on communities, analyze how climate interacts with other sources of vulnerability and stress, and assess opportunities and barriers to successful responses and adaptation. Case studies will include: Shishmaref, Alaska; India's El Nino famines in the Victorian Era; Katrina urban damage; sea level rise in the Pacific Islands; Classic Maya droughts, the medieval Yersinia pestis epidemic, and Neandertal extinction. The chosen case studies bridge the archaeological and sociocultural, with plenty of room to discuss the impacts of climate on environment, livelihoods, cultural organization and institutions, and health and well-being.

Course Learning Outcomes

Students in this course will develop their interdisciplinary skills while analyzing eight case studies of social-ecological change in response to climatic events and changes that significantly affected human communities around the world. The case studies include three contemporary, four historical/prehistorical, and one case of their own choosing. Students will develop their knowledge of sociocultural and archaeological methods used to study the social-ecological aspects of climate change and explore how findings may be applied to improve the sustainability of communities in an uncertain future. Students will also build skills in analyzing and writing up case studies for research use and public consumption.

Course Materials & Readings

We have two required texts for this class that you should purchase.

Davis, Mike. 2001. Late Victorian Holocausts: El Nino Famines and the Making of the Third World. Verso. (\$2.75 used, Amazon)

Marino, Elizabeth. 2015. Fierce Climate, Sacred Ground: An Ethnography of Climate Change in Shishmaref, Alaska. University of Alaska Press. (\$17.56 used, Amazon)

We will also use a variety of book chapters, journal articles, videos, and websites during the semester. These materials and readings are posted to the course website on the specific case study pages (in order) so that you may access them any time. Course syllabus and assignments are also posted. All assignments should be turned in online by the posted due date.

Grading Criteria

Your learning, and ultimately your grade, is based on participating in classroom discussions, written case study analyses, and a final case study project. Student's grades will be calculated as follows:

Assignments (due date)	Grade Points 100 pts. (total)
• Case Study Summary 1 - Pacific Islanders & SLR (10/4)	25 pts.
• Case Study Summary 2 - Rainfall & Classic Maya (10/13)	25 pts.
• Case Study Summary 3 (11/3)	25 pts.
• Case Study Summary 4 (11/29)	25 pts.
Final Case Study Project (due date)	75 pts. (total)
• Final Project Description (9/27)	5 pts.
• Final Project Resources (10/18)	15 pts.
• Final Project Update (11/17)	15 pts.
• Final Project Presentation (11/29, 12/1, 12/6, 12/8)	15 pts.
• Final Project Case Study (12/11)	25 pts.
Class Participation	25 pts. (total)
• Part 1	12 pts.
• Part 2	13 pts.
TOTAL	200 points (total)

A+ = 194-200	B+ = 174-179.9	C+ = 154-159.9	D+ = 134-139.9	F = below 120
A = 186-193.9	B = 166-173.9	C = 146-153.9	D = 126-133.9	
A- = 180-185.9	B- = 160-165.9	C- = 140-145.9	D- = 120-125.9	

Assignments

In lieu of exams, there are 4 class case study write ups and a final case study project. Assignments are due when specified on the assignment/grading submission page. More detailed instructions for each assignment are posted to the course website and discussed in class. Please note that I will take off 2 points for every day the assignment is late, in addition to any points missed for incorrect answers. This 2 point deduction is the equivalent of 1% of your total final grade. I will not accept assignments 2 weeks after the due date. Please use good grammar and spelling on all assignments. Points will be docked for misspellings and poor grammar even if it is not specifically stated.

If the University of Maryland closes due to inclement weather, assignments are still due on the stated due date. For students who are ill or are away for legitimate reasons, CANVAS is still available for turning in assignments but we will need to work out something so that your classmates are not placed at an unfair disadvantage. If you have a medical emergency, notify me ASAP!! I will need documentation,

but you will receive an extension. If you are away, it is advisable to submit your assignments early to avoid problems that can arise with internet availability, etc. while traveling.

Please note that you are expected to turn in all assignments online to the CANVAS course website. A variety of files are accepted including .doc, .pdf, rich content, website URLs and media files. Please note that there are limited types of acceptable file forms (.doc, .docx, .xls, .xlsx, others may be specified in an assignment), and they must be openable on both Mac and PC platforms. If I cannot open the file easily (all my OS are a PC platform) for grading/assessment purposes, any answers associated with the file for your assignment receives a 0 grade. This will really suck if it is your entire assignment. It is not my job to hunt down apps or software to open your assignment. It is your responsibility to turn in legible and accessible assignments.

Class Participation

ANTH 452/652 is a discussion based course. Getting the most out of your learning experience requires that you come prepared to contribute to class discussion. This means you need to read the required readings - at a minimum - and prepare comments and questions for the discussion. What does that mean? Active participation and taking an active role in your own learning. Questions to help guide your reading to prepare for class discussion can be found on the participation assignment pages.

In terms of a participation grade, you are expected to make at least one significant contribution to discussion during each class meeting. A significant contribution is more than just agreement with your classmates or the instructor. It is a question or comment that pushes the conversation forward and helps everyone to learn. *That* is why taking notes on your readings for the day are so important. As a bonus, these notes - plus the ones you take in class on the discussion - should help you write up your case study summary assignments.

You may also be asked during class to work alone, or with a partner/s, to quickly summarize the significant points in one of the additional readings given for the day. This will be part of the class discussion, and you will have time during class to complete the activity. This will also count towards your participation grade.

You will be graded twice on participation during class over the course of the term. The second participation grade starts with a clean slate, which allows you to improve your participation if need be.

Course Schedule

This schedule is subject to change at the instructor's discretion. All schedule and reading changes will be announced in class and on the CANVAS course website. Details of readings and links to pdfs for all required readings (except Davis and Marino) are found on the CANVAS website.

- **Weeks 1-4:** Introduction to Theoretical Analysis Framework & *Y. pestis* in Medieval Period
- **Weeks 4-5:** Pacific Island Peoples & Sea Level Rise
- **Weeks 6-7:** Classic Maya & Rainfall Variability
- **Weeks 7-8:** Shishmaref, Alaska and Rising Temperatures in the Arctic
- **Weeks 9-10:** India and El Niño Famines During the Victorian Era
- **Weeks 10-11:** New Orleans, the Gulf Coast, & Hurricane Katrina
- **Weeks 12-13:** Neandertal Extinction & Ending a Glacial Period (plus Thanksgiving)

- **Week 14-15:** Sharing What We've Learned (no readings)

Tues.	Reading/Assignment	Thurs.	Reading/Assignment
8/30	Introduction to class	9/1	IPCC (2014),
9/6	Gottfried (1983) 1-53	9/8	Fabinyi et al. (2014); Folke (2006)
9/13	Schmid et al. (2015); Bryne (2006) assigned	9/15	Thornton & Manasfi (2010); Tschakert & Shaffer (2014)
9/20	Benedictow (2004); O'Connell & Dursteler (2016); Scott & Duncan (2004)	9/22	Davenport (2015); Betzold (2015)
9/27	WGBF & NSF (2016); Lazarus (2012); Birk & Rasmussen (2014); Final Project Description DUE	9/29	Ahlgren et al. (2014); Barnett & O'Neill (2012)
10/4	Shen (2012); Lucero (2006) - Chpt 1 & 2; Case Study 1 Summary DUE	10/6	Douglas et al. (2015); Lucero (2006) - Chpt 4 & 7
10/11	Kennett & Beach (2014); Lucero (2006) - Chpt 8	10/13	Marino (2015) - pp 1-30; Henshaw (2009); Case Study 2 Summary DUE
10/18	Marino (2015) - pp 31-60; Dudley et al. (2015); Final Project Resources DUE	10/20	Marino (2015) - pp 61-100
10/25	Davis (2001) - pp 1-16, 25-59, 108-115; Fraser (2007)	10/27	Davis (2001) - pp 17-22, 119-121, 141-175; DiLiberto (2014)
11/1	Davis (2001) - pp 205-209, 279-340	11/3	Kates et al. (2006); Corbin (2015); Case Study 3 Summary DUE
11/8	Colten & Sumpter (2009); Jonkman et al. (2009), FEMA	11/10	Sterett (2015); Zanietti & Colten (2012)
11/15	Papagianni & Morse (2013); Hortola & Martinez-Navarro (2013)	11/17	Shrenk & Muller (2009); Muller et al. (2011); Schmidt et al. (2012); Final Project Update DUE
11/22	Lowe et al (2012); Hoffeecker (2009)	11/24	Happy Thanksgiving!!
11/29	Final Project Presentations; Case Study 4 Summary DUE	12/1	Final Project Presentations
12/6	Final Project Presentations	12/8	Final Project Presentations
12/11	Final Project Case Study DUE 12/11		Good luck with finals!

My Expectations of Students in this Course

Participation & Attendance

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You may also be asked during class to work alone, or with a partner/s, to quickly summarize the significant points in one of the additional readings given for the day. This will be part of the class discussion, and you will have time during class to complete the activity. This will also count towards your participation grade.

You will be graded twice on participation during class over the course of the term. The second participation grade starts with a clean slate, which allows you to improve your participation if need be.

Everyone's learning depends on your participation in class discussions and activities. You will be graded on your in-class participation – either you participate or you don't. If you are not present, it makes class participation impossible. Medical excuses, religious observance, obituaries (need evidence), and attendance at an academic conference (need evidence) are justifiable excuses for missing class, and thus not participating. If weather (beyond emergency closings), vehicle maintenance, heartache, savage attack by angry Neandertals, etc. interferes with your class participation, I will be sympathetic, but you will not earn any participation points.

Conduct & Communication

Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another or me will be subject to referral to the Office of Student Conduct or to the University Campus Police. You are expected to adhere to the Code of Student Conduct. If the situation escalates to a potential threat level, the Campus Police and BETA University Response Team will be contacted.

I use CANVAS class announcements frequently to post reminders of assignment due dates, changes to the schedule and/or readings, let you know about outside opportunities, and link course material to current events. Please make sure your email information is correct and that you check your email.

Please note that you are expected to turn in all assignments online to the CANVAS course website. A variety of files are accepted including .doc, .pdf, rich content, website URLs and media files. Please note that there are limited types of acceptable file forms (.doc, .docx, .xls, .xlsx, others may be specified in an assignment), and they must be openable on both Mac and PC platforms. If Dr. Shaffer cannot open the file easily for grading/assessment purposes, any answers associated with the file for your assignment receives a 0 grade. This will really suck if it is your entire assignment. It is not my job to hunt down apps or software to open your assignment. It is your responsibility to turn in legible and accessible assignments.

Please remember that what you write and the images that you post provide the rest of us – your fellow classmates and I – are an image of who you are. We'd love to think the world of you, so show us your best. Use good spelling and grammar. Be kind. DON'T SHOUT!! Open and close emails with proper greetings and regards. Choose your words and images carefully. Give credit where credit is due – either to a fellow student, the writer or producer of course materials, or your professors. Lastly, humor doesn't always transmit well through the internet – jokes, and especially satire, can be easily lost by a reader and taken seriously. Use emoticons if you feel the need for humor. ;-) J : / ^ _ ^ : (

Technology

It will be to your benefit to bring some sort of wifi connected device to class as you may need to refer to

papers, images, etc. directly during a class discussion. In this class, students may bring their laptop to class to take notes or look up relevant information during class activities only. If a student is found to be using a laptop for any other reason, then, that student will lose the privilege of bringing their computer to class. All technological devices, except a laptop computer, are prohibited in this class including MP3 devices, phones, smart phones, gaming devices, etc. If these devices are seen and/or used during the class, the student will be asked to leave the class immediately. Please note that a smart phone may be used in class but ONLY to look up relevant information during class activities.

Plagiarism

I have no expectation of encountering plagiarism in this class. Sometimes, however, people unintentionally plagiarize because they do not know what actually constitutes plagiarism. To minimize the possibility, let me briefly clarify the issue. Stealing others' work (for example, copying others' test answers) and passing it off as your own is an example of plagiarism that everyone knows. It is also plagiarism in academic writing to present others' ideas as if they were your own. To avoid the appearance of plagiarism in written work, it is important to reference the sources of your ideas so as to keep the difference between others' ideas or arguments and the ideas or arguments that are uniquely yours. You cannot reference too many sources, although you are expected to be creative and generate some of your own ideas in your papers. Plagiarism and cheating in any form will not be tolerated. More information about properly citing your sources is provided in a handout on ELMS.

Academic Integrity

Please remember that you need to write out, sign, and date the honor pledge on all assignments and the term paper (www.studenthonorcouncil.umd.edu/code). Basically,

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/paper/examination. Signature MM/DD/YYYY"

Plagiarism, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, forging signatures, and cheating on assignments are all forms of academic dishonesty and punishable. Please don't pull this sort of thing. I don't cut deals. If you are discovered violating the Code of Academic Integrity (www.president.umd.edu/policies/docs/III-100A.pdf), you will be referred to the Student Honor Council/Office of Student Conduct for investigation and possible disciplinary action. If you are found in violation of the Code of Academic Integrity, the usual penalty is an XF for the course.

Students with Disabilities

I will make every effort to accommodate students who are registered with the Disability Support Service (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for the Fall 2016 semester. Only written DSS documentation of the accommodation will be considered. This form must be presented to me no later than 16 September 2016. I am not able to accommodate students who are not registered with DSS or who provide me with documentation which has not been reviewed and approved by UM's DSS Office after 16 September 2016.

Medical Excuses

If you happen to miss a class, for whatever reason, bring your medical excuse to the very next class session that you are in attendance. You should submit excuses in a hard copy form (print it out please!).

Dr. Shaffer keeps these on file in case issues arise during or after the term regarding grades or student activity in the course. Don't forget you have a one-time only option to submit a self-signed note for missing one single class if you cannot get a medical excuse from the health center or other medical office you visited. This note must include the date of illness and a statement that the information you have provided is true. You must also state that if your absence is found to be false, you understand that you will be referred to the Office of Student Conduct. The statement must be signed and dated.

Please understand that only one self-signed note for one absence will be allowed. For multiple and/or non-consecutive absences, I will require a Health Center or medical doctor's health excuse. If at all possible, let me know BEFORE you will miss lecture. If you do not inform me or if you do not give me timely documentation (within 1 week), 0 points will be given to you for class participation and points will be docked from your assignment.

Please note that in the case you are unable to get a written medical excuse, you may ask your provider for a copy of your medical notes for the specific visit/s in question. All medical information provided will be kept private, but documentation is necessary.

Finally, waiting until the end of the term to inform Dr. Shaffer of long-term physical or mental health issues - issues that will interfere with your learning in this course - is not acceptable. She is not there to judge, only to help you learn. The earlier you inform her the better, so that you both can assess together whether or not it would be best to withdraw from the course this term and take it again at another time. There is no shame in withdrawing if you are truly ill and need rest for healing properly rather than additional stress.

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Student Athletes

Please refer to the Maryland Student-Athlete Code of Conduct regarding expected class absences due to official intercollegiate competitions. Essentially,

"Properly inform instructors (provide authorized team travel letter), by the 10th day of fall and/or spring semesters, of expected class absences due to travel to official intercollegiate competitions."

The 10th day of Fall 2016 semester is Friday, 9 September 2016.

Religious Observance

Please refer to the Online Catalog Policy on Religious Observance. If there is a specific day you will not be able to attend class or turn in a particular assignment or exam, please provide me, in writing the day and specific religious observance by 9 September 2016. Please remember that accommodations are NOT made for travel to and from the religious observance.

University Emergency Closing

In the event that the University is closed for an emergency or extended period of time because of inclement weather and campus emergencies, I will communicate to you via ELMS or email to make schedule adjustments, including rescheduling of assignment due dates. Official closures and delays are announced on the campus website <http://www.umd.edu>. The snow phone line is 301-405-SNOW, as well as local radio and TV stations.

Course Evaluation

I take course evaluations very seriously. Each year I revise my syllabus, readings, course assignments, and exams based on your feedback. I am not just interested in the scores you give this course, but also very interested in your specific comments. I will provide a couple of opportunities during the course to give me anonymous feedback. I would like to encourage each and every one of you to evaluate this class as well as your other courses. One important campus-wide evaluation is the online evaluation at the end of the semester. *Course Evaluation UM* will be open to students to complete their evaluation for Fall 2016 courses starting at the end of November 2016. Students can go directly to the website to complete their evaluations (www.courseevalum.umd.edu).