



Anthropology & Climate Change

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 to analyze contemporary and historic case studies. Our 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, adaptation, and resilience. Our learning will commence with discussion of the social-ecological system and how its frame can be used to critically consider change within society. We will use a combination of theoretical readings and case study analysis to support this learning. For the remainder of the term we will examine three extended case studies using the framework and language we developed earlier: Classic Maya collapse, the Great Dust Bowl, and contemporary northeastern Siberia. The chosen case studies bridge the archaeological and sociocultural, leaving room to discuss the impacts of climate on environment, livelihoods, cultural organization and institutions, and health and well-being.

The content and discussion in this course will necessarily engage with human suffering and trauma nearly every week. You may find engaging with course content emotionally and intellectually challenging at times. I will do my best to make this classroom a space where we can engage bravely, empathetically and thoughtfully with difficult content every week.

Learning Outcomes

After successfully completing this course you will be able to:

- Critically evaluate the influences and consequences of political, social, cultural, economic, or ethical dimensions on the human-climate relationship across multiple temporal and spatial scales.
- Identify and evaluate the use of sociocultural and archaeological methods in anthropological study of climate change.
- Effectively communicate key research insights regarding the social-ecological impacts of climate change and ways to adapt to these impacts, in the applied effort to build adaptive capacity for future climate uncertainty.

Required Resources

- Course website: elms.umd.edu
- Egan, T. (2006). *The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl*. Mariner Books.
- Other required readings can be found on the course website.
- A laptop or tablet for taking notes and looking up information.

ANTH
452/652
Fall 2022

Dr. L. Jen Shaffer

Please use course CANVAS email for class related questions.

Class Meets

Tuesdays & Thursdays
9:30 am – 10:45 am
Van Munching Hall
Rm. #1107

Office Hours

LeFrak Hall Rm. #2134
Tuesday 12:30-2:00pm
and by appointment

Prerequisites

None. Previous classwork in history, human geography, archaeology, or sociocultural anthropology is helpful.

Course Communication

All notifications regarding time sensitive course information will be sent via ELMS announcement, and stored on the announcement page. Please use the course CANVAs email system to email us regarding questions, absences, accommodations, etc. You may find the link below helpful guidance for writing professional emails ([ter.ps/email](mailto:ter.ps@email)) to ensure your messages are understood clearly.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Accommodating Uncertainties

Learning from the past to anticipate and adapt to uncertainty is a central theme in this course. Recognizing this, I want to let you know that I am flexible within reason should life events arise that make it difficult for you to keep up with class learning activities. Such events might include things happening to you personally or things happening to family members. Please know that I want to do everything I can to support you. To do this, though, I need to know about a problem when it starts, not after it has already derailed your ability to keep up with class. I don't need to know details. Whatever you are comfortable telling me is fine. Letting me know sooner rather than later, though, is key. I'm in a much better position to help you and make accommodations if you tell me when the problem arises. It is MUCH harder to do this if you wait until the end of the term. You can email me or come to office hours.

TLDR: I am here to help. If you are having life issues that are making it hard for you to keep up with class, PLEASE let me know as soon as possible so I can help.

Expectations for Graduate Students Taking ANTH 652

This course is a split-level class, and as your instructor I want to support your learning at an advanced level and in a way that will be useful to your career. To accomplish this I have offered 2 options on the final project assignment. I also expect more on the Discussion Leadership assignment in terms of question preparation and required reading summarization. This is in addition to completion of the main class assignments, participation in weekly discussion boards, and preparation for weekly course engagement during class discussion sessions. More information is available in the Learning Assessments section below.

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All grades will be posted on the course CANVAS page. If you would like to review any of your grades, or have questions about how something was scored, please come to office hours or email me to schedule a time for us to meet. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

The deadlines listed with each assignment are the date by which you are expected to submit your completed work. Virtual tokens (see section below) can be used to extend a deadline 48 hours with no penalty. After the listed deadline, work may still be submitted for up to two weeks however 2 points will be deducted for each day late in

addition to any points deducted for unmet rubric parameters. After this time, assignments will not be accepted. This keeps it fair for everyone - students and instructor. I need to have a final hard deadline because I need to get submitted work graded and feedback back to you and your classmates in a timely fashion, as well as meet my other work deadlines. Please note that virtual tokens cannot be used to extend deadlines on the weekly discussion boards, discussion leadership, Week 13 questions, or engagement assessments. Other flexibility has been built into these assignments to help you out. See the Grading & Assignments page online for more information.

Learning Assessments

Undergraduate Learning Assessments	#	Points Each	Individual Weight	Category Weight
Weekly Discussion Boards – 14 total lowest 2 dropped	12	10	1.25%	15%
Assignments	4			40%
<i>Final Case Study Description (Due 10/2)</i>		25	4%	
<i>Final Case Study Resources (Due 11/6)</i>		75	12%	
<i>Week 13 Questions (available 8/28-12/9)</i>		50	8%	
<i>Discussion Leadership (complete 1x Wk 6-15)</i>		100	16%	
Final Project	1			30%
<i>Final Case Study Paper (Due 12/15)</i>		100	30%	
Engagement	2			15%
<i>Engagement A</i>		50	7.5%	
<i>Engagement B</i>		50	7.5%	
TOTAL		570		100%

Graduate Learning Assessments	#	Points Each	Individual Weight	Category Weight
Weekly Discussion Boards (14 total lowest 2 dropped)	12	10	1.25%	15%
Assignments	4			40%
<i>Final Paper Description (Due 10/2)</i>		25	4%	
<i>Final Paper Resources (Due 11/6)</i>		75	12%	
<i>Week 13 Questions (available 8/28-12/9)</i>		50	8%	
<i>Discussion Leadership (complete 1x Wk 6-15)</i>		100	16%	
Final Project	1			30%
<i>Graduate Final Paper - Option 1 OR 2 (Due 12/15)</i>		100	30%	
Engagement	2			15%
<i>Engagement A</i>		50	7.5%	
<i>Engagement B</i>		50	7.5%	
TOTAL		570		100%

EVERYONE (undergraduate and graduate students)

Weekly Discussion Boards

Posting on discussion boards provides an opportunity to summarize, gain insights, and extend classroom discussion past the set class period. Each week you will be asked to respond after our Thursday session to a posted question that carries course learning forward. A first post will be due Friday at 11:59pm. You are then asked to respond to a

classmate's post by the following Monday at noon. You may skip up to 2 discussion posts with no penalty as I will be dropping the lowest 2 grades in this assignment category. Consider saving these for the end of the semester or in case of illness. Please note that I will also be reviewing your contributions to the discussion boards for your engagement assessments.

Assignments

There are four assignments that have deadlines throughout the semester. These assignments are designed to give you a chance to explore new concepts and practice skills. Two of these assignments will help you to prepare for your Final Case Study paper (UG) or Final Paper (Grad). One assignment, Week 13 Questions, is used as a substitute for in-class learning during Thanksgiving week. Please note that you may complete this assignment as many times as you like at any point during the semester until you are satisfied with your grade (until 9 December 2022). In the Discussion Leadership assignment, you will partner with a classmate to lead in-class discussion on required reading for 20 minutes. You will only need to do this once between Weeks 6-15. More detailed descriptions of these assignments and their due dates are found on the course CANVAS pages and you can always email me or ask in class for more information.

Engagement

Our course is designed to be a collaborative learning environment combining in class and online discussion, in-class activities, and assignments to extend learning – with an opportunity to pursue research and writing on a topic of your choosing. Collaborative learning requires both participation and preparation. However, what I've noticed is that students become very focused on participation-in-the-moment during class while preparation is hit or miss. There are many reasons why preparation can go sideways, and my task is not to shame or frustrate those who cannot prepare for reasons outside their control. My task is to assist students who struggle with preparation because they are unsure what to do or how to do this. You will grade 60% of your engagement and I will assess the other 40%. To grade, you will respond to questions in a rubric are based on your direct knowledge of what you have done and how. My assessment will be based on the products of your engagement – your assignments, questions and comments during our in person class, overall contributions to the discussion boards, and any shout outs on exceptional engagement you receive from your classmates. You will be graded twice on engagement during the term. The second engagement grade starts you with a clean slate, which allows you to improve your engagement if need be. You are not penalized for not submitting an Engagement assignment or submitting it within a week of the deadline.

Final Case Study Paper (UNDERGRADUATE ONLY)

Using foundational concepts we learned during Weeks 1-5, you will choose and write up a case study of your own modeled on the case studies we explore in class throughout the semester. Two of our regular class assignments – Final Case Study Description and Final Case Study Resources – will help you prepare in advance of the final deadline with my feedback. More information is available in the online assignment description. Please contact me with any questions you may have.

Final Paper (GRADUATE ONLY)

There are two options to complete this final assignment. Choose whatever you believe may be most relevant to your career path. You will use the Final Paper Description and Final Paper Resources assignments and my feedback on these to complete this assignment. Contact me early in the term to discuss details on how to proceed.

- **OPTION 1:** Write a NSF DDRIG research proposal. Use the concepts we've learned this term regarding social-ecological systems framing, resilience, adaptive cycle, etc., to develop a 10-page, single-spaced research proposal (references are on separate pages) using NSF guidelines on required sections and expectations. This gives you the opportunity to explore applying SES concepts to your personal research

interests and may be helpful in developing a bigger research proposal for a PhD, or even a smaller MS, project.

- **OPTION 2:** Write a case study “report” aimed at a specific audience – NGO/Non-profit donors, government agency, or the general public. Different audiences require different formats, and you only need to choose one audience to focus on for this assignment. You may find it useful to read through the undergraduate final case study description instructions if you are looking for possible research topics. This assignment gives you the opportunity to produce a portfolio/resume product, and share your work with a wider audience.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 \neq 90.00). It would be unethical and unfair to make exceptions for some and not others - so do not email me to ask for your own personal exception.

Final Grade Cutoffs									
+	97%	+	87%	+	77%	+	67%		
A	93.5%	B	83.5%	C	73.5%	D	63.5%	F	<60%
-	90%	-	80%	-	70%	-	60%		

Virtual Tokens

Everyone in this course receives 2 virtual tokens at the beginning of the semester to use on the description and resources assignments. These may be used to extend the deadlines of these assignments 48 hours with no penalty should you need extra time because life happens.

Using a Virtual Token

- You may only use one virtual token per assignment.
- Add a note in the assignment submission comment box to indicate that you are using a virtual token to extend the deadline so that I know your intent.
- Let me know you are using a virtual token to submit an assignment late prior to the assignment deadline or within 48 hours of this deadline [by adding a note to the submission comment box].
- Virtual tokens may only be used on assignments that are turned in within the expected period unless you have a documented legitimate excuse. If you have a legitimate excuse, let me know as I am likely to extend the deadline without the token use.
- Please note that you cannot turn in an assignment past the 2 week grading deadline and use a virtual token to get a reboot and regrade after points have already been deducted for lateness and the assignment is closed.
- A virtual token cannot be used on the Discussion Leadership assignment as this requires students to be present in class. Should you find yourself in an emergency situation, contact Dr. Shaffer AND your partner immediately to let them know. But also turn in what you can as this will help.
- A virtual token cannot be used on the Week 13 Questions as you have the entire term to complete this assignment AND you can attempt completing the assignment as many times as you like until you have the grade you wish.
- The Final Case Study paper and Graduate Final Paper assignments do not fall into the virtual token category for extending deadlines because these are major assignments and term grades must be turned in by your instructor in time for graduation. One student can literally hold up an entire class. Help me make sure you are not THAT person.

Unused Virtual Tokens

In the event that you still have virtual tokens at the end of the term, each token will be converted to 3 pts. and added to your FCS paper or Graduate Final paper grade total at the end of the term.

Beyond the flexibility of the virtual token system, and other built in options with discussion boards and Week 13 questions, there are no opportunities for extra credit in this class. I don't believe in busy work that takes away from ongoing course learning and produces extra grading work for instructors – usually at times where they are swamped with grading final exams and final projects/papers. Please do the assignments that are asked of you in a timely fashion.

Course Schedule

Note: This is a tentative schedule, and subject to change as necessary. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

30 August (Tues): Introduction to Class

- Course syllabus
- Course CANVAS website

1 September (Thurs): Interdisciplinary Study of Climate Change in SES

- Barnes, J., Dove, M., Lahsen, M., Mathews, A., McElwee, P., McIntosh, R., Moore, F., O'Reilly, J., Orlove, B., Puri, R., Weiss, H., & Yager, K. (2013). Contribution of anthropology to the study of climate change. *Nature Climate Change*, 3(6), 541-544. (*ALL READ*)
- Read one of the following (*assigned in class*)
 - Fabinyi, M., Evans, L., & Foale, S. J. (2014). Social-ecological systems, social diversity, and power: insights from anthropology and political ecology. *Ecology and Society*, 19(4).
 - Kline, J. D., White, E. M., Fischer, A. P., Steen-Adams, M. M., Charnley, S., Olsen, C. S., Spies, T.A., & Bailey, J. D. (2017). Integrating social science into empirical models of coupled human and natural systems. *Ecology and Society*, 22(3).
 - Leenhardt, P., Teneva, L., Kininmonth, S., Darling, E., Cooley, S., & Claudet, J. (2015). Challenges, insights and perspectives associated with using social-ecological science for marine conservation. *Ocean & Coastal Management*, 115, 49-60.
 - Vaughn, S. E., Guarasci, B., & Moore, A. (2021). Intersectional ecologies: reimagining anthropology and environment. *Annual Review of Anthropology*, 50, 275-290.
- **Assignment:** Week 1 Discussion Board

6 September (Tues): The Adaptive Cycle of Social-Ecological Systems

- Thanh, H. T., P. Tschakert, and M. R. Hipsey. (2020). Tracing environmental and livelihood dynamics in a tropical coastal lagoon through the lens of multiple adaptive cycles. *Ecology and Society* 25(1):31.

8 September (Thurs): Drivers of Change in Adaptive Cycles

- Nyam, Y. S., Kotir, J. H., Jordaan, A. J., Ogundej, A. A., & Turton, A. R. (2020). Drivers of change in sustainable water management and agricultural development in South Africa: A participatory approach. *Sustainable Water Resources Management*, 6(4), 1-20.
- **Assignment:** Week 2 Discussion Board

13 September (Tues): Vulnerability & Traps in Adaptive Cycles

- Kelso, C., & Vogel, C. (2015). Diversity to decline-livelihood adaptations of the Namaqua Khoikhoi (1800–1900). *Global Environmental Change*, 35, 254-268.
- Tschakert, P., & Shaffer, L. J. (2014). Ingredients for social-ecological resilience, poverty traps, and adaptive social protection in semi-arid Africa. In *Social-Ecological Systems in Transition* (pp. 139-156). Springer, Tokyo.

15 September (Thurs): Power & Conflict in Social-Ecological Systems

- Michaelis, A. K., Webster, D. W., & Shaffer, L. J. (2021). The practice of everyday oystering: aquaculture as resistance. *Journal of Political Ecology*, 28(1).
- **Assignment:** Week 3 Discussion Board

20 September (Tues): Disasters & Climate Change: Triggering New Cycles

- Maldonado, J. (2016). Considering culture in disaster practice. *Annals of Anthropological Practice*, 40(1), 52-60.
- Pierro, R., Ember, C. R., Pitek, E., & Skoggard, I. (2022). Local knowledge and practice in disaster relief: A worldwide cross-cultural comparison of coping mechanisms. *International Journal of Disaster Risk Reduction*, 76, 102988.

22 September (Thurs): Resilience to Climate Change: Temporal Scales

- Abatamarco, T., T.M. Gladkikh, E.J. Melendez-Ackerman, and C.J. Nytch. (2017) Community Resilience to Climate Change: A Socio-Ecological Case Study from Puerto Rico. Student Handout. NSF National Socio-Environmental Synthesis Center (SESYNC). 21 pg.
- Klein, N. (2017) The Battle For Paradise. *The Intercept*, video. 4/17/2017. [YouTube link posted online]
- **Assignment:** Week 4 Discussion Board

27 September (Tues): Conceptual Relationships with SES

- Wei, C. (2014) Tutorial 1: Overview of Socio-Environmental Synthesis. NSF National Socio-Environmental Synthesis Center (SESYNC). 16 pg.

29 September (Thurs): Linking to Local, Community Scale Resilience in SES

- No reading for today.
- **Assignment:** Week 5 Discussion Board; Final Case Study Description OR Final Paper Description (10/2)

4 October (Tues): Rainfall Variability in Central America

- Lucero, L. J., & Larmon, J. T. (2018). Climate Change, Mesoamerica, and the Classic Maya Collapse. In *Climate Changes in the Holocene* (pp. 165-182). CRC Press.
- Middleton, G. D. (2017). The Classic Maya collapse. In *Understanding Collapse: Ancient History And Modern Myths*. Cambridge University Press. pp. 244-275.

6 October (Thurs): Classic Maya SES

- Ford, A., & Nigh, R. (2014). Climate change in the ancient Maya forest: Resilience and adaptive management across millennia. In *The Great Maya Droughts in Cultural Context*. Boulder: University Press of Colorado, pp. 87-106.
- **Assignment:** Week 6 Discussion Board

11 October (Tues): Drought, Deforestation, & Erosion

- Griffin, R., Oglesby, R., Sever, T., & Nair, U. (2014). Agricultural landscapes, deforestation, and drought severity. In The Great Maya Droughts in Cultural Context: Case Studies in Resilience and Vulnerability, Boulder: University Press of Colorado, pp. 71-86.
- Dunning, N., Wahl, D., Beach, T., Jones, J., Luzzadder-Beach, S., & McCane, C. (2014). The end of the beginning: Drought, environmental change and the Preclassic to Classic transition in the east central Maya Lowlands. In The Great Maya Droughts in Cultural Context: Case Studies in Resilience and Vulnerability, Boulder: University Press of Colorado, pp. 107-126.
- Fedick, S. L., & Santiago, L. S. (2022). Large variation in availability of Maya food plant sources during ancient droughts. *Proceedings of the National Academy of Sciences*, 119(1), e2115657118.

13 October (Thurs): Conflict & Cultural Change

- O'Mansky, M., & Iannone, G. (2014). Collapse without drought: Warfare, settlement, ecology, and site abandonment in the middle Pasión region. *The Great Maya Droughts in Cultural Context*, University Press of Colorado, Boulder, 157-176.
- Lucero, L. J. (2002). The collapse of the Classic Maya: A case for the role of water control. *American Anthropologist*, 104(3), 814-826.
- **Assignment:** Week 7 Discussion Board; Engagement A (10/16)

18 October (Tues): Synthesizing Information to Analyze the Great Maya Droughts

- Demarest, A. A., & Victor, B. (2022). Constructing policy to confront collapse: Ancient experience and modern risk. *Academy of Management Perspectives*, 36(2), 768-800.
- Webster, D. (2014). Maya drought and niche inheritance. *The Great Maya Droughts in Cultural Context*. Boulder: University Press of Colorado, 333-358.

20 October (Thurs): Maya Lessons for Contemporary Society

- **Assignment:** Week 8 Discussion Board

25 October (Tues): North American Prairies

- Samson, F. B., Knopf, F. L., & Ostlie, W. R. (2004). Great Plains ecosystems: past, present, and future. *Wildlife Society Bulletin*, 32(1), 6-15.
- Speth, J. D. (2017). 13,000 years of communal bison hunting in western North America. In *The Oxford Handbook of Zooarchaeology* (pp. 525-540). Oxford University Press Oxford.
- Weaver, J. E. (1944). North American Prairie. *The American Scholar*, 13(3), 329-339.

27 October (Thurs): The Great Plow Up

- Egan, T. (2006) The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl. Houghton Mifflin. Pp. 1 - 90.
- **Assignment:** Week 9 Discussion Board

1 November (Tues): Rain Will Follow the Plow

- Egan, T. (2006) The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl. Houghton Mifflin. Pp. 91 - 221.

3 November (Thurs): The Dirty Thirties

- Egan, T. (2006) The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl. Houghton Mifflin. Pp. 91 – 221.
- **Assignment:** Week 10 Discussion Board; Final Case Study Resources OR Final Paper Resources DUE 11/6

9 November (Tues): Responding to Disaster on the Great Plains SES

- Egan, T. (2006) The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl. Houghton Mifflin. Pp. 222 - 314.

11 November (Thurs): Great Dust Bowl: Final Lessons

- McLeman, R. A., Dupre, J., Ford, L. B., Ford, J., Gajewski, K., & Marchildon, G. (2014). What we learned from the Dust Bowl: lessons in science, policy, and adaptation. *Population and Environment*, 35(4), 417-440.
- Rozsa, M (2022) How a natural disaster that happened 90 years ago prophesized our climate-ravaged future. *Salon*, 6/18/22.
- **Assignment:** Week 11 Discussion Board

15 November (Tues): Permafrost and the Alaas SES

- Crate, S. A. (2022). *Once Upon the Permafrost: Knowing Culture and Climate Change in Siberia*. University of Arizona Press. [link goes full online eBook]
 - Read the Introduction and Chapter 1

17 November (Thurs): Sakha IK & Livelihoods in Siberia, Russia

- Crate, S. A. (2022). *Once Upon the Permafrost: Knowing Culture and Climate Change in Siberia*. University of Arizona Press. [link goes full online eBook]
 - Read Chapter 1 and Chapter 2
- **Assignment:** Week 12 Discussion Board

22 November (Tues): What is Permafrost? [class online, asynchronous]

- Dobinski, W. (2011). Permafrost. *Earth-Science Reviews*, 108(3-4), 158-169.
- Siberia: Witnessing the Alarming Effect of Melting Permafrost (YouTube Video posted online)
- **Assignment:** Week 13 Questions (12/9)

24 November (Thurs): NO CLASS. Thanksgiving Holiday

29 November (Tues): Historic Legacies in Two Sakha Villages

- Crate, S. A. (2022). *Once Upon the Permafrost: Knowing Culture and Climate Change in Siberia*. University of Arizona Press. [link goes full online eBook]
 - Read the Chapter 3

1 December (Thurs): Complexity of Change in the Alaas SES

- Crate, S. A. (2022). *Once Upon the Permafrost: Knowing Culture and Climate Change in Siberia*. University of Arizona Press. [link goes full online eBook]
 - Read the Chapter 4 and Chapter 5
- **Assignment:** Week 14 Discussion Board

6 December (Tues): Knowing Climate & Alaas Change

- Crate, S. A. (2022). *Once Upon the Permafrost: Knowing Culture and Climate Change in Siberia*. University of Arizona Press. [link goes full online eBook]
 - Read the Chapter 6

9 December (Thurs): Lessons from a Warming World

- Crate, S. A. (2022). *Once Upon the Permafrost: Knowing Culture and Climate Change in Siberia*. University of Arizona Press. [link goes full online eBook]
 - Read the Chapter 7 and Afterward
- **Assignment:** Week 15 Discussion Board; Engagement B (12/11); Week 13 Questions DUE 12/9

15 December - Final Case Study Paper DUE 12/15 (UG only); Graduate Final Paper DUE 12/15

Course Materials & Readings

There is only one required book you will need to buy for this class. The book is available for sale at the campus bookstore and online (usually cheaper - \$1.50 to \$13 plus shipping as of 7/15/22).

- Egan, T. (2006) *The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl*. Houghton Mifflin

Other required readings include an eBook (Crate 2022), and variety of book chapters, journal articles, and videos during the semester. All of these materials are free for you to use and links are posted to the course website so that you may access them any time. The materials are posted to the lecture page for the corresponding date. You can double check dates with lecture topics on the course schedule page, but please be aware that lecture pages are posted in the order that they are given on the modules page.

Conduct

Students are expected to treat each other with respect in person and online. Disruptive and disrespectful 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 immediately. Please note that students also have the right to report fellow students who are disrupting the learning environment and/or are exhibiting threatening behaviors.

Communication

We will be using classroom discussion, discussion boards and emails to communicate with each other to learn. There are thousands of words in the English language (and other languages) that can be used to express our thoughts and ideas in a respectful and professional manner. Let us please use these words with each other, and avoid sarcasm, foul language (particularly directed at an individual), innuendo, offensive slander, hate speech, verbal assaults, etc. Think about what you say verbally and in writing. What you say or write can impact others in unintended ways. Avoid hot posting. You will be given a single warning if you violate these rules. While I hope that everyone will be respectful with each other in class and online, those who violate respectful parameters and norms of discussion will be reported to the appropriate campus offices.

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 of interest. Please make sure your email information is correct and that you check your email. I also ask that you use CANVAS email to contact me. My email account is linked so that I receive notifications regarding your contact. I ask that you use this system to ensure that ALL course related communication is kept in one location for ease of access and prevention of lost communications. Please note that I have every expectation that you will follow similar professional and respectful communication rules to those outlined below for class discussion boards and emails.

I will make every attempt to respond to emails within a 48 hour period. Sometimes I answer immediately - esp. if I'm already online. Sometimes family and personal responsibilities, particularly outside the M-F 8:30am - 5pm work window, take precedence. Please note that Saturdays for me are an email/work free day, and that Sundays I check work-related email between 3-5pm only. I do this to retain my sanity in a world and culture that seems to think a species that evolved without computer technology for at least 200,000 years can instantly adapt to 24-7 global internet-based access. I also encourage you to take a day off from school on the weekend to rest and recharge your brain as well.

Technology

Technology in the in-person classroom is a touchy subject for a lot of folks in academia. I recognize that many people take notes on their laptops, reference assigned readings, and look up relevant information for a class activity or discussion. Therefore, I allow laptops and tablets in my classrooms for these purposes only. Technological devices like MP3 players, smartphones, gaming devices, headphones, bluetooth, etc. are prohibited in this class. If these devices are seen and/or used during the class, the student will be asked to leave the class immediately. If a student is found using their laptop or tablet for reasons other than course-related learning:

Strike 1: I will stop the class and ask you to stop.

Strike 2: I will stop the class and ask you to share what are doing with everyone in the classroom.

Strike 3: I will stop the class and ask you to leave the class until we meet next.

Please note that all of the strikes don't need to happen during the same class period.

I also recognize that many students have familial responsibilities or emergency situations that may require you to be on call. If you anticipate that you may be called during class for a family emergency situation, please let me know before class starts AND when the call comes exit the classroom quickly and quietly to respond.

Online Assignment Submission

Please upload your assignments to our course website on CANVAS for grading online on time. Make sure you upload the correct file. I grade what I receive, not what you intend. Incorrect files will receive a 0 grade.

There are limited types of acceptable file forms (.doc, .docx, .xls, .xlsx, others may be specified in an assignment), and they must be accessible on a PC platform. If you are unsure, you can always convert a completed assignment into a .pdf and upload this for grading. If I 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 hurt if it is your entire assignment. It is not my responsibility to hunt down apps or software to open your assignment. It is your responsibility to turn in legible and accessible assignments.

Please note that is some flexibility in all assignment submissions except the Discussion Leadership and Final Case Study/Paper assignment. The two lowest grades for Discussion Boards will be dropped.

For students who are ill, have a medical emergency, or other excused absence, notify Dr. Shaffer ASAP!! I will need some sort of documentation, but you will receive an extension.

Please use good grammar and spelling on all assignments. Points will be docked for misspellings and poor grammar even if rubrics do not specifically indicate this. Show pride and professionalism in your work.

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 2022 semester. Only written DSS documentation of the accommodation will be considered. This form should be presented to me by 24 September 2022 if at all possible. It is more difficult to accommodate students who are not registered with DSS or who provide me with documentation which has not been reviewed and approved by UMD's DSS Office after 24 September 2022. Should you find yourself in the position of waiting on DSS for results and your accommodation materials later into the term, let me know as soon as possible what is happening so that we can strategize.

The University of Maryland is committed to working with students and employees who, due to a medical condition, are most vulnerable to complications from COVID-19. The University will work to provide the necessary resources that prioritize safety and well-being. Requests can be made in the following two categories: COVID-19 related disability accommodations AND COVID-19 related requests for consideration. Check the online syllabus for more information.

Excused Absences

This course follows policies established by the University of Maryland and the online Excused Absences page provides details. I have some additional thoughts. The pandemic has brought focus onto the fact that people are often responsible for the healthcare of others (family members, roommates), as well as their own – whether it is Covid-19, the flu, or something much worse. Getting sick, necessary medical appointments, etc. may cause you to miss class discussions or necessitate extensions on learning assessment due dates. It's okay. Together we can figure something out that is equitable and fair. Contact me so that we can strategize.

If you miss more than 2 classes, particularly consecutively, I will need some sort of documentation because it indicates something more serious may be going on (and you may need to see someone for additional assistance). An excusable absence means there is an opportunity to make up missed learning. If you miss class, and have an excusable reason, let me know in advance if possible OR email me the documentation within 1 week of your return. When I don't receive appropriate and verifiable documentation for your excused absence, I cannot provide fair accommodation to extend an assignment deadline or develop a way with you to make up missed class participation/activity. This means that you will lose points for late assignments and engagement. I really don't want to penalize folks that have legitimately excusable absences and waiting more than 2 weeks to deal with the issue is unacceptable, so please take responsibility for your learning early and proactively.

Events that justify an excused absence include:

- Religious observances
- Mandatory military obligation
- Illness of the student or illness of an immediate family member
- Participation in university activities at the request of university authorities (e.g. conference, athletic event, etc.)
- Compelling circumstances beyond the student's control (e.g., death in the family, jury duty, subpoena)

Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for excused absence. If this becomes something that is happening repeatedly let us talk about how to strategize so that you don't miss out.

To receive academic accommodation for an excused absence, the student must notify the instructor in a timely manner. The notification should be provided either prior to the absence or as soon afterwards as possible. In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period. All other absences must be reported as soon as is practical.

Finally, waiting until the end of the term to inform me of long-term physical or mental health issues - issues that interfere with your learning in this course - is not acceptable. I am not there to judge, only to help you learn. The earlier you inform me the better, so that we 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.

Religious Observances

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, please provide me, in writing the day and specific religious observance by 16 September 2022. If travel to and from a religious observance event is necessary, these dates must be included in your request. Please note that I ask for these dates in advances to make equitable accommodations.

Student Athletes

Please refer to the Maryland Student-Athlete Code of Conduct (Links to an external site.) 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 2022 semester is Friday, 9 September 2022. Please note that I ask for these dates in advances to make equitable accommodations.

Get Some Help!

You are expected to take personal responsibility for you own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.



Everything is free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms

of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

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 CANVAS or email to make schedule adjustments, including rescheduling of assignment due dates if necessary. Official closures and delays are announced on the campus website. 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 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 courses in early December and Spring courses in early April. Please go directly to the [website](#) to complete your evaluation.

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations starting about two weeks prior to the last day of the term before exams begin. By completing all of your evaluations each semester, you will have the privilege of accessing online evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.