

DEPARTMENT OF ANTHROPOLOGY & ARCHAEOLOGY

**ANTHROPOLOGY 399 – 01
DISASTER STUDIES**

Tu Th 11:00—12:15 ST 143

INSTRUCTOR: Dr. Saulesh Yessenova

Email: sbyessen@ucalgary.ca

TEACHING ASSISTANT: TBD

Email: TBD

COURSE DESCRIPTION:

This course examines technological disasters in recent history with the goal of assessing human and environmental vulnerability, risk perception, and risk mitigation across cultures and political realms. The focus is on ethnographic methods of documenting post-disaster situations involving multiple parties, such as states, publics, corporations, environmentalists, and communities of survivors. The goal of this course is to enhance students' awareness and critical comprehension of some and often neglected consequences of technological achievements and progress in modern history.

COURSE FORMAT: The course will include lectures, lecture notes, films, readings, and written assignments. This course is designed to enhance students' critical thinking and sharpen writing and reading skills.

LEARNING OUTCOMES: By the end of the course, students will be able to:

- ✚ Think anthropologically about man-made disasters.
- ✚ Provide informed commentary on global inequalities and environmental racism.
- ✚ Discuss intelligently the connection between politics, culture, and identity.
- ✚ Ask good questions concerning humanity's nuclear past, present, and future.
- ✚ Understand moral and political dilemmas involved in scientific and technological progress.

REQUIRED TEXTS:

Brown, Kate. *Manual for Survival: A Chernobyl Guide to the Future*. Penguin UK, 2019.

Fortun, Kim. *Advocacy after Bhopal: Environmentalism, Disaster, New Global Orders*. University of Chicago Press, 2009.

Both of these texts are available at the university bookstore in paper back and electronic format. Additional required readings are indicated on the course outline below and are available online through the library. Required films and videos will be included in power point presentations and some of the titles maybe listed on the course outline as well.

REQUIRED TECHNOLOGY: includes a computer with a word processor and access to the Internet.

COURSE ASSIGNMENTS AND EVALUATION:

Course assignments are designed to assess student's knowledge and critical understanding of the material covered in this course. For written assignments, late submission penalty: 2 points/a day, incl. weekends and holidays. Final paper will be due after the lecture period on the date to be specified.

First essay assignment is due Tuesday, 8 February	20%
Second assignment is due Thursday, 24 March	40%
Final comparative book review is due TBD (after classes end)	40%

Further details on course assignments will be provided at the time assignments are given. All course work will be graded on a 100-point system. At the end of the course, the total number of marks will be converted to the official university letter grade system according to the following equivalences:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80– 84.9%	C	63 – 66.9%	F	< 50%

For grade reappraisal policy, please follow these links: <https://www.ucalgary.ca/pubs/calendar/current/i-2.html> and <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

SKIPPED ASSESEMENTS:

Students will **not** be automatically failed if they skip one or more assessments. But a skipped assessment will certainly be reflected on the final grade. Students may be granted extensions for submission of take-home assignments based on their special requests. However, they may be asked to provide supporting documentation. This documentation depends on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

LAND ACKNOWLEDGEMENT:

My name is Saulesh Yessenova, and I am a settler, living as an uninvited guest on the traditional territory of the people of Treaty 7. This land, belonging to the Niitsitapi (including the Siksika, Piikani and Kainai First Nations), the Tsuut’ina First Nation, and the Iyethka Nakoda (which includes the Wesley, Bears paw and Chiniki First Nations), also hosts the University of Calgary. Calgary is situated on the confluence of the Bow and Elbow rivers, the Niitsitapi name for this place is Mohkinstsis, the Iyethka call it Wicispa Oyade, and the Tsuut’ina call this area Gutsistsi. Calgary is also home to the Metis Nation of Alberta, Region 3. It is important to acknowledge that Canadian universities and scholars have benefited greatly from the dispossession of Indigenous people. Land acknowledgement is about my accountability as an individual, an immigrant, and a professional to ongoing processes of colonialism.

STATEMENT OF INCLUSION:

The topics in this class can sometimes be difficult topics – we talk about race, gender, class, our place in society, and the painful histories and ideas that anthropology and other disciplines in the Euro-American academia have held. These topics are discussed based on a common believe that we as a society or the world can never move forward in a good way without critical review and understanding of the past. This course, just like many other courses in our faculty, is part of liberal arts that has historically encouraged critical and creative thinking as well as tolerance and mutual respect among students and professors.

For weekly schedule of lecture topics, films & required readings see page 5 of this document.

INSTRUCTOR’S OFFICE HOURS: Instructor will not hold regular office hours via zoom. However, zoom sessions maybe individually requested.

EMAILING TO INSTRUCTOR OR TEACHING ASSISTANT: Students are welcome to forward their questions and comments to the instructor or TA’s email indicated at the top of this document.

COMMUNICATION ETIQUETTE VIA EMAIL:

- ✦ Please use your university account.
- ✦ Use a clear subject line that includes the course name and the topic of the email, such as: “ANTH 393. Question about my schedule.”
- ✦ Please be respectful (i.e., not too casual) when addressing either myself or your TA in an email.
- ✦ Keep in mind that answers to the questions concerning the matters clearly stated on the course outline will not be provided.
- ✦ Keep question(s) short and to the point. Show that you have made an effort to find the answer first in the text and lecture material (or even an outside source). State what you know in relation to what you are having a difficult time understanding.
- ✦ Include your full name in the signature of your email.
- ✦ Allow 48 hours for a response, excluding weekends and holidays.
- ✦ Please note that we may choose not to respond to emails that do not follow the format outlined above.

WRITING ACROSS THE CURRICULUM

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

ACADEMIC MISCONDUCT

“Academic Misconduct” includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>. Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORT AND RESOURCES:

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk

WEEKLY SCHEDULE OF LECTURE TOPICS, FILMS & REQUIRED READINGS

DAYS	Topics/film titles/exams	Readings
1	Jan 11, 13	No classes.
2	Jan 18, 20 Introduction to the course and key concepts: political ecology, environment racism, technological progress, Cold War, high modernism, the anthropocene. <i>Film</i> : Planet of the Humans by Jeff Gibbs, available on Crave, 1h 39 min; associated resources https://planetofthehumans.com/ Cold War and the nuclear age. Introduction to <i>Manual for Survival</i> .	Rob Nixon (2011) <i>Slow Violence and the Environmentalism of the Poor</i> , Chapter 1: Slow Violence, pp. 45-67. Brown, "Introduction:" 1-10.
3	Jan 25, 27 Cold War and the nuclear age. <i>Manual for Survival</i> : in the wake of Chernobyl's catastrophe. Nuclear disasters in memory, chronicles, and global imagination. TV series: <i>Chernobyl</i> by Johan Renck, HBO, 2019 and <i>Chernobyl Diaries</i> by Brad Parker, STARZ, 2012. Both films are available on Crave TV. <i>White Light, Black Rain: The Destruction of Hiroshima and Nagasaki</i> by Steven Okazaki, available on Crave.	Brown, Part I: 13 – 80. Novikau, A. "What is 'Chernobyl Syndrome?'" The use of radiophobia in nuclear communications.' <i>Environmental Communication</i> 11.6 (2017): 800-809.
4	Feb 1, 3 Radiation, science, and globalization of the environment. Glossary relating to radiation measurement is posted on D2L.	Brown, Part II: 81 – 118. Møller, Pape, and Timothy Mousseau. "Biological consequences of Chernobyl: 20 years on." <i>Trends in ecology & evolution</i> 21.4 (2006): 200-207.
5	Feb 8, 10 First assignment is due this week. Reinvention of nature. Interview with Dr. Sonja Schmid, 58 min. Nuclear Fallout: Science and Society in Eurasia. The Soviet Nuclear Industry. https://soundcloud.com/srbpodcast/nf01	Brown, Part III: 119 – 144 and Part IV: 145 – 162.
6	Feb 15, 17 Knowledge and embodied suffering. Nuclear politics of post-apocalypse. Films: <i>Pandora's Promise</i> by Robert Stone, 2013 (87 min). <i>Meltdown at the Three Mile Island: 40 years later</i> (PBS, 26 min.) https://www.pbs.org/video/meltdown-at-three-mile-island-40-years-later-yj2jx2/ <i>Chernobyl: 33 years later</i> (Worldwide Entertainment, 2011, 25 min). https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/chernobyl	Brown, Part V: 163 – 210, Part VI: 211 – 287.
7	Feb 22-24	Term break
8	March 1, 3 Science across the Iron Curtain.	Brown, Part VII and Conclusion: 287 – 312.

			Smith, Jim. "Review of Manual for Survival by Kate Brown." <i>Journal of Radiological Protection</i> 40.1 (2020): 337-348.
9	March 8, 10	Manual for Survival: Critical Discussion Forum.	Brown, Kate 'Response to James Smith's review of Manual for Survival.' <i>Journal of Radiological Protection</i> 40.3 (2020): 928-933. Smith's reply to Kate Brown's Letter <i>Journal of Radiological Protection</i> 40.3 (2020): 934-939.
10	March 15, 17	Post-Disaster advocacy and ethnography. Film: TBC.	Fortun, Introduction and Chapters 1 and 2, pp. 1-86
11	March 22, 24	Second written assignment is due Thursday, 24 March. Corporate response to disaster and communities of stakeholders. Film: TBC.	Fortun, Chapters 3 and 4, pp. 87 – 119.
12	March 29, 31	The state of India and situational peculiarities.	Fortun, Chapters 5 and 6, pp. 220 – 176.
13	April 5, 7	Corporations and gender.	Fortun, Chapters 7 and 8, pp. 177 – 250.
14	April 12	What are the complex systems within the anthropocene?	Fortun, Chapters 9,10, and 11, pp. 251 – 348.
