

# CATASTROPHE: Community Resilience in the Face of Disaster

## SPRING 2017 SYLLABUS

Faculty:	Office	Mailbox	Phone	Email
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(All office hours will be by appointment)

### PROGRAM DESCRIPTION

This program will explore the role of natural and human-made disasters—including earthquakes, tsunamis, hurricanes, floods, droughts, volcanic activity, landslides, wildfires, pandemics, wars, attacks, uprisings, and radioactive and toxic leaks—in shaping human society and consciousness. A central focus will be on how many of these place-based upheavals are becoming more common or intense in the climate crisis, and how communities can plan, respond, and adapt under new conditions. The program will apply the lessons from elsewhere in the world to locally in the Pacific Northwest.

On one hand, many so-called “natural” disasters have their roots in exploitation of the Earth and human beings, and social inequalities put the greatest burden of recovery on the poor (such as in earthquakes in Haiti and Nepal). “Disaster capitalism” is often used to centralize political and economic control in the aftermath of mass catastrophes, as Naomi Klein describes in *The Shock Doctrine*. These inequalities will be worsened as climate change generates more intense storms, sea-level rise, droughts, and flooding.

On the other hand, responses to disasters (such as hurricanes Katrina and Sandy) have become opportunities to build better relationships to each other and our ecosystems, as Rebecca Solnit describes in *A Paradise Built in Hell*. Planning for “disaster cooperativism” strengthens the ability of local communities and cultures to sustain shocks (such as climate change), unite communities across racial and cultural barriers, and promote greater social and ecological equality.

Our inquiry will draw insights from communities that have survived disasters and are recovering from historical trauma, including Indigenous and other colonized peoples, war refugees, and military veterans. It will learn from Indigenous epics that describe disasters through oral tradition, and methods of resilience that Native societies have used to persevere over the centuries. These insights will be explored through texts, lectures, workshops, field trips, films, art, and literature.

The program will explore how communities and nations can democratically prepare and practice for disasters, as Elaine Scarry describes in *Thinking in an Emergency*. Planners and activists can use emergency planning and response to increase awareness of ecological ways to prevent future disasters, the need to share resources among neighbors, and deepen lasting cooperation. In particular, climate change adaptation can be effectively used a reason to quickly make necessary changes for a healthier future that otherwise may take many more years to implement.

Our inquiry will be conducted at the intersections of climate justice studies, Native studies, and geography. It will use varied research methodologies as tools of inquiry, including ethnographic interviews that establish narratives (storytelling), community mapping, film analysis, government document research, and case studies of disasters. Students will have the opportunity to participate in community emergency response training.

### SCHEDULE

Tuesday	9:30-12:30	Sem 2 B1105	Lecture
Tuesday	1:30-3:30	Sem 2 B1105	All-Program Book Seminar
Wednesday	9:30-12:30	Sem 2 B1105	Workshop/Film/Lecture/Reading
Thursday	9:30-12:30	Sem 2 B1105	Workshop/Film/Lecture/Reading
Thursday	1:30-3:00	Sem 2 B2105 Sem 2 B2107 Sem 2 B2109	Ackley Book Seminar Grossman Book Seminar Wynn Book Seminar

## BOOKMARK CANVAS MODULES: <https://canvas.evergreen.edu/courses/1522/modules>

You can also access our Canvas page via <http://my.evergreen.edu> Please have a close-up photo of your face on your Canvas account (so we can all recognize each other). All communication will be sent only to your evergreen.edu address, so if you use another address you must forward your Evergreen emails to it. **Students must check their email accounts regularly, at least once every weekday!** Please use only your Evergreen address to communicate with faculty.

## REQUIRED TEXTS\*

**Klein**, Naomi, *The Shock Doctrine: The Rise of Disaster Capitalism* (Picador, 2007). ISBN 9780312427993

**Solnit**, Rebecca, *A Paradise Built in Hell: The Extraordinary Communities That Arise in Disaster* (Penguin, 2009). ISBN 9780143118077

**Butler**, Octavia, *Parable of the Sower* (Warner Books, 1993). ISBN 9780446675505

**Button**, Gregory, & Mark Schuller, eds., *Contextualizing Disaster* (Berghahn Books, 2016). ISBN 9781785333194

**Paul**, Elsie, & Paige Raibmon, *Written as I Remember It: Teachings (?ams ta?aw) from the Life of a Sliammon Elder* (UBC Press, 2014). ISBN 9780774827119

There will also be other discussion readings that will be available on the Canvas website as PDFs.

## STUDENT WORK

Student evaluations will be based on quality completion of all elements of the program: attendance and participation, and completion of a series of assignments of various scales. These assignments are listed out in some detail below; the more lengthy and detailed assignments are written as separate handouts. Students are expected to attend and participate in all class sessions (see Covenant). **Please note: attending means not only being present in the room, but offering full attention to the work at hand.**

All students must be prepared and ready to contribute to seminar, starting by *bringing the reading to every seminar*. You *must* bring your book to seminar, or a print out of any PDF that is available. A digital version does not have the page numbers necessary for discussion. This is important because you build on your initial reading through discussion, and will need to refer to passages in the text. Expect to hear faculty and students read aloud passages (and if you feel comfortable, be prepared to read aloud as well). Reading out loud underscores significant ideas of the text and increases student comprehension. Students will work with the text in small and large groups. Students are evaluated on their skills in seminar, and will receive a rubric the first day that outlines how faculty will assess seminar skills.

## CREDIT AND EVALUATION

Full credit can be earned by doing all of the following:

- Reading assigned texts in advance of class
- Participating in class activities (participation is defined as active listening, speaking, thinking)
- Attending class (as attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than three absences will mean reduced credit; three occasions of tardiness will equal one absence)
- Completing all assignments by the date due.
- Completing writing assignments on outside activities as assigned by faculty.
- Writing a narrative self-evaluation for your transcript
- Your evaluation will consist of your seminar leader's written evaluation of your work, your *required* self-evaluation, and the evaluation conference. You will be evaluated on your level of comprehension of the material, on your skills (writing, thinking, speaking, listening, research, presentation), and on your intellectual engagement with the major themes of the program as reflected in assignments and seminar discussions.
- If you do all the above at a passing level, you will earn sixteen credits for the quarter. The quality of the work you accomplish will be described in a narrative evaluation.

## WEEKLY SCHEDULE

\*: Optional event

### WEEK ONE: APRIL 4, 5, 6 (Introduction)

Reading: Klein, *The Shock Doctrine*

- Tuesday 9:30-12:30 First program meeting: Syllabus; Shape of the program themes; Introduction to Canvas website; Van Permit info  
Faculty Intros, Students' names, pronouns, hometowns  
Spring Project
- Tuesday 1:30-3:30 Film: *Big Easy to Big Empty*  
Briefing: Hurricanes (Z)  
Covenant; Fill out Seminar Introduction Forms
- Wednesday 9:30-12:30 Lecture: The Resilience Doctrine (Z)  
Films: *This Changes Everything*, *Occupy Sandy*, *Christchurch*  
**DUE: Academic Statement** or biography  
(bring two stapled copies to share).
- Thursday 9:30-12:30 Lectures: Colonialism, Neocolonialism, and Neoliberalism (S),  
Settler Colonialism and Tribal Sovereignty (K)
- Thursday 1:30-3:00 Seminar: Klein, Intro., Ch. 14, 20  
**DUE: Week 1 Synthesis Paper**  
Student introductions in seminar
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### WEEK TWO: APRIL 11, 12, 13 (Contexts of Disaster)

Readings: Klein, *The Shock Doctrine*; Button, *Contextualizing Disaster*

- Tuesday 9:30-12:30 Lectures: Disasters and Indigeneity in U.S. Popular Culture (K),  
Political Ecology of "Natural" Disasters (S)  
Film: *Himalayan Megaquake*  
Pass Project Sign-Up list
- Tuesday 1:30-3:30 Seminar: Klein, Ch. 16, 17, 19, Conclusion
- Wednesday 9:30-4:30 **Day of Absence NOTE NEW TIME.** *Include day in Synthesis Papers*  
<http://www.evergreen.edu/multicultural/day-of-absence-day-of-presence>  
Students who are unable to register for the off-campus events will  
attend 9:30 am films in our classroom.
- Thursday 9:30-12:30 **DUE: Project Topic**  
Lecture & videos: Haiti (Z)  
Briefing: Earthquakes (Z)  
Report on Project Topics
- Thursday 1:30-3:00 Seminar: Button, Ch. 3, 8  
Day of Absence sharing  
**DUE: Week 2 Synthesis Paper**
- Friday\* 9:30-4:00 Day of Presence; see schedule on Canvas
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**WEEK THREE: APRIL 18, 19, 20 (Resilience & Community)**

Reading: Solnit, *A Paradise Built in Hell*

- Tuesday 9:30-12:30 Library sources & electronic databases  
Resilience through a Political Ecology lens (S)
- Tuesday 1:30-3:30 Seminar: Solnit, pp. 1-57, 120-164
- Wednesday 9:30-12:30 Workshop: Grammar & Citations  
Guest Lecture: Martha Henderson
- Thursday 9:30-12:30 Lecture: Narrative and Decolonizing Methods (K)  
Briefing: Guidelines for Working with Native Communities  
Briefing: Tsunamis (Z)
- Thursday 1:30-3:00 Seminar: Solnit, pp. 183-313  
**DUE:** Week 3 Synthesis Paper
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**WEEK FOUR: APRIL 25, 26, 27 (Voices & Methods)**

Readings: Paul, *Written as I Remember It*; Enarson, Elaine, *The Women of Katrina*

- Tuesday 9:30-12:30 Lecture: Environmental Justice (S)  
Guest: Vivian Eason (Thurston County Emergency Management Coordinator)
- Tuesday 1:30-3:30 Seminar: Paul, Ch. A Note on the Sliammon Language, Intro., Ch. 1, 2, & 4
- Wednesday 9:30-12:30 Indigeneity, Gender, and Hurricane Katrina (K)  
Workshop: Writing: bring 4 copies of Project Paragraph (250-300 words)  
**DUE: Project Paragraph & Sources**
- Thursday 9:30-12:30 Film: *Louisiana, My Love* (introduction by Arlen Speights)  
Briefing: Floods (K)
- Thursday 1:30-3:00 Seminar: Paul Ch. 10, & Enarson, *The Women of Katrina* (2 PDFs on Canvas)  
**DUE:** Week 4 Synthesis Paper
- Friday, 9:30 pm\* Luminary Procession begins at 5<sup>th</sup> & Washington  
Saturday, 4:30 pm\* Procession of the Species downtown (*don't miss it: get there early*)
- April 29-May 1\* Thurston County Community Emergency Response Team (CERT) training (\$95).
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**WEEK FIVE: MAY 3, 4, 5 (Indigenous Climate Justice Symposium)**

**NOTE NEW DAYS/HOURS:** No Tuesday class; **All Thursday & Friday is a required on-campus field trip**

Reading: *Northwest Tribes: Meeting the Challenge of Climate Change* (on Canvas)

- Wednesday 9:30-12:30 Lecture: Fossil Fuel Shipping (Z)  
Symposium preparation; Nisqually & JBLM
- Thursday, 9:30-5:00 Symposium Panels & Workshops (help set up, clean up)  
Schedule at <https://sites.evergreen.edu/indigenousclimate>
- Thursday, 7:00-9:30 Symposium Keynote I: Faith Spotted Eagle
- Friday, 9:30-5:00 Symposium Panels & Workshops  
Friday, 7:00-9:30 Symposium Keynote II: Rueben George

Saturday, May 6\* Leschi-Quiemuth Honor Walk, Nisqually/JBLM; *need to register in advance.*  
Sunday, May 7\* Native youth invited to Indigenous Youth Day, Nisqually

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**WEEK SIX: MAY 9, 10, 11 (Disaster Imaginaries)**

Reading: Butler, *Parable of the Sower*

- Tuesday 9:30-12:30 Lecture: Dystopia in an Age of Anxiety (K)  
Briefing: Droughts, Heat Waves & Wildfires (S)  
**DUE:** Week 5 (Symposium) synthesis paper
- Tuesday 1:30-3:30 Seminar: Butler, Ch. 1-14
- Wednesday 9:30-12:30 Film: *Snowpiercer*
- Thursday 9:30-12:30 Briefing: Radioactive / Nuclear Disasters (Z)  
Film/images: *Chernobyl, Fukushima*
- Thursday 1:30-3:00 Seminar: Butler, Ch. 15-25, Interview/Reading Group Guide (at end of book)  
**DUE:** Week 6 Synthesis Paper
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**WEEK SEVEN: MAY 16, 17, 18 (Contesting Narratives)**

Readings: Button, *Contextualizing Disaster*

- Tuesday 9:30-12:30 Lecture: Political Economy of Disasters (S)  
Film: *Chemical Valley*
- Tuesday 1:30-3:30 Seminar: Button, Ch. 1, 4
- Wednesday 9:30-12:30 **DUE: Project Paper Best Draft**  
Workshop: Peer Review of Papers  
Guest lecture: Alex McCarty
- Thursday 9:30-12:30 Film: *Bhopal: A Prayer for Rain*
- Thursday 1:30-3:00 Seminar: Button, Ch. 6  
Presentation panels meet  
**DUE:** Week 7 Synthesis Paper
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**WEEK EIGHT: MAY 23, 24, 25 (Alternate Futures)**

Reading: Button, *Contextualizing Disaster*

- Tuesday 9:30-12:30 Briefing: Uprisings & Attacks (Z)  
Lecture: Climate Resilience and the Commons (S)
- Tuesday 1:30-3:30 Seminar: Button, Ch. 2, 5; Food Committee meets
- Wednesday 9:30-12:30 Lecture: Native Climate Resilience (Z).  
Films: *When the Water Took the Land, Where Words Touch the Earth* videos  
Workshop: Powerpoint Development
- Thursday 9:30-12:30 Lecture: Seven Generations (K)  
Workshop: Summative Discussion
- Thursday 1:30-3:00 Seminar: Button, Ch. 7  
Presentation panels meet  
**DUE:** Week 8 Synthesis Paper

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**WEEK NINE: MAY 30, 31, JUNE 1 (Olympic Peninsula Field Trip)**

Reading: Papiez, Chelsie, "Climate Change in the Quileute & Hoh Nations" on Canvas

Tuesday	<b>DUE: Final Paper</b> Leave Parking Lot C by 9:30 sharp Taholah, Quinault Nation; afternoon presentations by tribal staff Evening discussion at Olympic Natural Resources Center (ONRC), Forks
Wednesday	La Push, Quileute Nation; morning presentations by tribal staff Walk to Second Beach, afternoon Drum and Healing Circle, evening
Thursday	La Push, Quileute Nation; student presentations; presentations by tribal staff Return to campus by 5:00

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**WEEK TEN: JUNE 6, 7, 8 (Presentations)**

Tuesday 9:30-12:30	Student Presentations <b>DUE:</b> Field Trip (Week 9) Synthesis Paper
Tuesday 1:30-3:30	Student Presentations
Wednesday 9:30-12:30	Student Presentations
Thursday 9:30-12:30	Student Presentations
Thursday 1:30-3:00	Student Presentations ( <b>NOTE NEW ROOM:</b> Sem 2 B1107) <b>DUE: Final Portfolios</b> (by seminar faculty office door, by 4:00 pm)

**EVALUATION WEEK: JUNE 12-15**

Required evaluation conferences will be scheduled early this week;  
*consult with faculty before making travel plans.*

**ASSIGNMENTS**

**1.) Synthesis Papers.** We will have a single weekly paper of 2-4 pages that draws from and synthesizes your Tuesday and Thursday readings, summarizes their themes (what the author was trying to say), and relates them to other material in that week. This assignment is to get you to practice synthesis (interweaving or integration) of different observations into a coherent whole. You might, for example, identify a theme that cuts across the readings, and extract from the three parts of the week to provide evidence for your analysis).

**All papers are due in your Thursday Book Seminar at 1:30 pm as hard copy and pasted on our Canvas site.** (In the week when we have a symposium or field trip, your synthesis paper will treat the events as a text, that you "read" and analyzed, using your own field notes, observation, learning and documentation. It will be due the following Tuesday.) **You will respond to at least one other student on Canvas within two days after they post, to comment or offer constructive feedback or dialogue.**

To receive credit, the papers must include:

1. A quote, fact, or concept from the Tuesday reading(s) in your Track Seminar.
2. A quote, fact, or concept from the Thursday reading(s) in your Book Seminar.
3. Some other aspect of the class, such as a lecture, film, field trip, etc.
4. A sense of synthesis (interweaving or integration) of these observations into a coherent whole.

The purpose of seminar assignments is to provide verification that you have done the reading, and to prepare you for seminar discussion. Faculty will review papers and give feedback based on the rubric below:

*Check plus:* Student has focused well on a specific excerpt from the book that is representative of a substantive (larger) issue. Student begins an informative and intriguing analysis that speaks to both breadth and depth, synthesizes the readings to make a larger point or analysis, and is well supported by examples from the readings. Student makes connections to other readings, lectures, etc. Student demonstrates superior facility with the conventions of standard written, but may have minor errors.

*Check:* Student focuses on an excerpt that speaks to a larger issue in the readings and/or is related to weekly class themes. Student begins an analysis with limited focus or specificity, and/or raises extraneous (not essential to topic) points. It is apparent that the issues the author raises are new to student, and that the student is building the knowledge necessary to then move toward analysis. In the response the student relies on a summary of the texts, with less significant reflection or analysis. Student generally demonstrates control of the conventions of standard written English, but may have some errors.

*Check minus:* Student chooses an excerpt that is representative of only a narrow issue of the book and/or raises questions that are factual (yes/no) rather than substantive and do not lend themselves to discussions. Student treats readings and experiences as unconnected and separate, rather than synthesizing them into a whole. Student relies on opinion and doesn't bring up specific examples. Deficiencies in language and sentence structure result in a lack of clarity and interfere with meaning.

## CASE STUDY PROJECT

**2.) Project Topic:** The 7- to 10-page final paper will focus on a case study of a disaster, identifying its particular lessons for community preparedness, resilience, or recovery. The case study can be drawn from the list of disasters below, or another case study approved by the faculty that doesn't overlap with another student's topic. You'll submit a *one-sentence* topic to faculty, who will organize you into panels.

\* The case study must be place-based and time-based (*not* global or national in scale, or stretched out over a long period), and affect a community or communities (*not* a plane crash, sunken ship, blizzard or interstate pile-up). If a disaster affected more than one place, compare the effects in the different places.

\* The project should focus more on unique and interesting lessons from the disaster, rather than the lurid details of the disaster impacts. Repeated descriptions of destruction and death can be both traumatizing and tedious. Instead focus on useful lessons from disaster preparedness (or lack thereof), responses, and recovery, and how they're shaped by race, class, gender, nationality, environmental destruction, etc.

\* The project should focus on the local affected people and their community resilience, *not* simply government relief agencies or NGOs, though government policies and responses can be part of the story.

\* The project will be on a specific disaster, not simply on the everyday disasters of poverty, homelessness, climate change, etc. *But* it is highly encouraged to show the effects of class, race, gender, nationality, environmental destruction, etc. on the scope of the disaster preparedness, impacts, and recovery. How do the everyday disasters of inequality and climate/environmental change intersect with the specific disaster, and how does everyday community resilience enable people to survive or recover?

**Project Topic sentence due Thursday, April 13** in seminar *and* pasted on Canvas

**3.) Project Paragraph & Sources.** A long paragraph describing your project, as an Abstract (summary) of 250-300 words, along with *at least 10 sources* in alphabetized, bibliographic form. Sources include peer-reviewed articles, web sources (with titles and authors or groups), books, magazine or newspaper articles, etc. Faculty will see that you've thought about the topic, and have sources *in hand* for research.

**Project Paragraph & Sources due Tuesday, April 25** at 9:30 am *and* pasted on Canvas

**4.) Project Best Draft.** Your 7-to-10 page paper needs to clearly separate the periods *before* (preparedness or lack thereof), *during* (don't dwell long on the gory details), and particularly *after* the disaster (in the recovery or lack thereof). Focus on how the dynamics of class, race, gender, age, nationality, etc. affect survivability and recovery. The bibliography should have more sources than the Project Paragraph, but it is not included in the 7-10 page count (nor are graphics). *All* your research—including quotes, facts, and concepts—needs to be fully cited, in parenthetical form referring to sources in your bibliography, as in: (Kimmel) or (Scarry, 17). Use the Checklist for Written Work below—all papers *must* be stapled and have page numbers inserted. Two days after it is due, your Best Draft will go through a Peer Review process (on Thursday, May 18), and faculty will edit it.

**Three copies of Project Best Draft due Tuesday, May 16** at 9:30 am. Attachment posted on Canvas

**5.) Project Final Draft.** Your Final Draft will be due in Week 9, to give you time to develop your Week 10 presentation. A handful of students will be asked to present during our field trip on Thursday, Week 9.

**Final Paper due Tuesday, May 30** at 9:30 am, while boarding for field trip, and posted as an attachment on Canvas. *Print it before that day!*

**6.) Final Presentations.** Each panel will present and compare their individual papers in the final week. Each student will present for 5-7 minutes, as part of a topical panel; you will be able to meet beforehand to elect a chair, discuss mutual support, and identify cross-cutting themes. The presentations will be timed, so each student should write out their talk as a shortened version of their paper (no longer than 2-3 pages) and rehearse the length. We will have a Powerpoint development workshop in Week 8.

**Presentations to class: June 6-8**

**PORTFOLIO & CHECKLISTS**

**7.) Portfolio.** Students must maintain a portfolio of their work over the quarter. These portfolios are a documentation of your growth and development as a scholar, and are an important aspect of encouraging reflective, self-directed learning. Students should keep copies of written work in the portfolio, as well as your notebook. Your notebook will be submitted as part of your final Portfolio, so take care with your notetaking. Studies show that information is retained in our memory if we write it down. You do not have to take notes on everything, but record enough information to jog your memory later. Some lecture notes and powerpoints will be made available ahead of class, so you can print them off (using the Notes print-out selection in powerpoint) and take notes on additional information from the lecture.

**Wed., May 9: Mid-quarter checklist of all written assignments due.**

**Thurs, June 8: Portfolios due** (including final checklist of all written assignments, self-evaluation draft, faculty eval draft, and Academic Statement) submitted outside faculty office door, **by 4 pm at the latest.**

Americas earthquakes	Typhoons/Cyclones	Floods/Landslides
San Francisco 1906, 1989, 1992	Bangladesh 1970, 1991	Denver CO 1976

EXAMPLES OF RECENT DISASTERS		
Chile 1960, 2016	Haiti 2010	Red River 1997
Los Angeles 1971, 1994		Mozambique 2000
Managua, Nica. 1972	<b>Tornados</b>	Europe 2002, 2006-07
Mexico City 1985	Greensburg KS 2007	India 2007, 2013
El Salvador, 1986, 2001	Joplin MO 2011	Pakistan 2010
Haiti 2010	Tuscaloosa AL, etc. 2011	Oso, WA 2014
	Moore OK 2013	Louisiana, W. Virginia 2016
<b>Eurasia earthquakes</b>	<b>Radioactive/Nuclear</b>	Mocoa, Colombia, 2017
Tangshan, China 1976	Hiroshima/Nagasaki 1945	<b>Droughts/Heat Waves/Fires</b>
Kobe, Japan 1995	Bikini Atoll evacuation 1946	US 1980, 1983, 1988, 1995,
Kashmir, India/Pak. 2005	Chelyabinsk, Russia 1957	1999, 2010
Sichuan, China 2008	Three Mile Island, PA 1979	East Africa 1985, 1992, 2011
L'Aquila, Italy 2009	Chernobyl, Ukraine 1986	South Asia 1998, 2015
Christchurch NZ, 2011	Fukushima, Japan 2011	Europe 2003, 2006
Nepal 2015	<b>Toxic contamination</b>	California 2007
<b>Tsunamis</b>	London 1952	Australia 2009
Hawaii 1960	Grassy Narrows, Ontario 1970	China 2010
Alaska/West Coast 1964	Seveso, Italy 1976	Eastern WA 2015
Indian Ocean 2004	Love Canal, NY 1978	Middle East 2016
Samoa 2009	Times Beach, MO 1983	<b>U.S. Uprisings/Attacks</b>
Japan 2011	Bhopal, India 1984	Los Angeles 1965, 1992
<b>Hurricanes</b>	Exxon Valdez, AK 1989	Detroit 1967
Camille 1969	Deepwater Horizon, LA 2010	Milwaukee 1967, 2016
Hugo 1989	Flint, MI 2014	Baltimore 1968, 2015
Andrew 1992	<b>Volcanic activity</b>	New York 1977, 2001
Mitch 1998	Mt. St. Helens, WA 1980	Oklahoma City, OK 1995
Ivan 2004	El Chichón, Mex 1982	Orlando, FL 2016
Katrina 2005	Nevado del Ruiz, Col. 1985	
Rita 2005	Cameroon 1986	
Sandy 2012	Mt. Pinatubo, Phils. 1991	
Matthew 2016	La Soufrière, Montserrat, 1997	



## CHECKLIST FOR WRITTEN WORK

- Your name at top.
- Date of assignment.
- Assignment (or short title of reading).
- Title of your paper.
- Text in 12-point, double-spaced text (quotations over three lines long: single-spaced & indented).
- Paper stapled (to avoid getting pages misplaced; buy a small stapler).
- Quotations or concepts from the reading cited with page number(s) (use APA format; see <https://owl.english.purdue.edu/> for guidelines).
- Page numbers inserted (necessary for discussion and evaluation).
- Write and save papers outside of Canvas (which can freeze or lose text).
- Paper posted on Canvas (copy and paste text; do NOT attach papers unless requested!).
- Check post on Canvas and edit if necessary.
- Reading brought to seminar (or class if requested in syllabus).
- Hard copy of paper brought to seminar for discussion.
- Hard copy handed in to your faculty.

## SIX EXPECTATIONS OF AN EVERGREEN GRADUATE

- \* Articulate and assume responsibility for your own work.
- \* Participate collaboratively and responsibly in our diverse society.
- \* Communicate creatively and effectively.
- \* Demonstrate integrative, independent, critical thinking.
- \* Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- \* As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.