

# CATASTROPHE: Community Resilience in the Face of Disaster

## WINTER 2020 SYLLABUS

Faculty:	Office	Mailbox	Phone	Email
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(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; and look at the role media and film can play in shaping these narratives.

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, or hurricanes in Puerto Rico and Texas). “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, Sandy, and Maria) 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 and water degradation), 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, some of which are using storytelling to educate and inform their recovery efforts. 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, media critique, art, and literature.

The program will explore how communities and nations can democratically prepare and practice for disasters. 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, media studies, and geography. It will use varied research methodologies as tools of inquiry, including ethnographic interviews that establish narratives (storytelling), community mapping, fiction and nonfiction film and media analysis, government document research, and case studies of disasters.

### SCHEDULE AND ROOMS

Tuesday	10:00-12:50	Longhouse 1007A	Lecture
Tuesday	2:00-3:50	Library 1326 Library 1412	Grossman Book Seminar Towfighnia Book Seminar
Wednesday	10:00-12:50	Library 1001	Workshop/Film/Lecture/Reading
Thursday	10:00-12:50	Longhouse 1007A	Workshop/Film/Lecture/Reading
Thursday	2:00-3:50	Library 1326 Library 1412	Grossman Book Seminar Towfighnia Book Seminar

## BOOKMARK CANVAS MODULES: <https://canvas.evergreen.edu/courses/2748/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. Always bring this syllabus to class.

## REQUIRED TEXTS\*

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

**David**, Emmanuel, and Elaine **Enarson**, Elaine, *The Women of Katrina: How Gender, Race, and Class Matter in an American Disaster* (Vanderbilt University Press, 2012). ISBN 9780826517999

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

**Klein**, Naomi, *The Battle for Paradise: Puerto Rico Takes on the Disaster Capitalists* (Haymarket Press, 2018). ISBN 9781608463572

\*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 (late work may result in loss of credit). 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 and your notes 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.

## CHECKLIST FOR WRITTEN WORK (USE FOR ALL WRITING ASSIGNMENTS)

- Your name and date of assignment at top.
- 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.

## WEEKLY SCHEDULE

\*: Optional event

### WEEK ONE: JANUARY 7, 8, 9 (Introduction)

Reading: Klein, *The Shock Doctrine*

Tuesday 10:00-12:50 First program meeting: Syllabus; Shape of the program themes; Faculty Intros, Students' names, pronouns, hometowns  
Introduction to Canvas website; Field trip & van Permit info  
Main Projects: Visual Graphics in Disaster Planning, Case Study Presentation  
Program Agreement; fill out Seminar Introduction Forms

Tuesday 2:00-3:50 Film: *Big Easy to Big Empty*  
Briefing: Hurricanes (Z)

Wednesday 10:00-12:50 Lecture: "Natural" Disasters and Human Inequalities (S)  
Lecture: Native Climate Resilience (Z)  
Video clips: *When Words Touch the Earth*  
**DUE: Academic Statement** or short biography / Orientation Essay  
(bring two stapled copies to share).

Thursday 10:00-12:50 Lecture: The Resilience Doctrine (Z); clip on Occupy Sandy  
Workshop: Recent blizzards, fires, and other disaster stories

Thursday 2:00-3:50 Seminar: Klein, Introduction, Ch. 20 (Disaster Apartheid)  
**DUE: Week 1 Synthesis Paper**  
Student introductions in seminar; Syllabus check

### WEEK TWO: JANUARY 14, 15, 16 (Contexts of Disaster)

Readings: Klein, *The Shock Doctrine*

Tuesday 10:00-12:50 Lecture: Media's Role in Shaping Narratives and Disasters in U.S. Popular Culture (S)  
Workshop: Introduction to Media Critique (Hurricane María in Puerto Rico)  
Pass Case Study Project Sign-Up list

Tuesday 2:00-3:50 Seminar: Klein, Ch. 19 (Blanking the Beach), Conclusion

Wednesday 10:00-12:50 **DUE: Case Study Project Topic**  
Lecture: Native Environmental Justice (Z)  
Video Clip: *When the Water Took the Land*  
Briefing: Guidelines on Visiting Native Communities (*bring Program Agreement*)  
Report on Project Topics

Thursday 10:00-12:50 Guest: Vivian Eason (Thurston County Emergency Management Coordinator)  
Workshop: Map Your Neighborhood **NOTE ROOM CHANGE: LIB 1412**

Thursday 2:00-3:50 Lecture: Visual Graphics in Preparedness and Disaster Planning (S)  
**DUE: Week 2 Synthesis Paper**  
Food Committee meets  
Syllabus check

**WEEK THREE: JANUARY 21, 22, 23 (Art & Community Resilience)**

Reading: Solnit, *A Paradise Built in Hell*

- Tuesday 10:00-12:50 Library sources & electronic databases briefing  
Lecture: Maori Disaster Resilience in Aotearoa New Zealand (Z)  
Video clips: *Living Like Kings*, Kathy Jetnir-Kijiner
- Tuesday 2:00-3:50 Seminar: Solnit, pp. 1-57, 120-164
- Wednesday 10:00-12:50 Guest: Bill Mikesell (Evergreen Emergency Response Planning Coordinator)  
Workshop: Visual Graphics in Disaster Planning  
Handout Visual Graphics in Disaster Planning Assignment
- Thursday 10:00-12:50 Guests: Prof. Alex McCarty (Makah) & Calvin Bray (Chehalis Emergency Manager)
- Thursday 2:00-3:50 Seminar: Solnit, pp. 183-313; Syllabus check  
**DUE: Week 3 Synthesis Paper**

**WEEK FOUR: JANUARY 28, 29, 30 (Community Responses to Disaster)**

Reading: David & Enarson, *The Women of Katrina*

- Tuesday 10:00-12:50 Gender and Disasters (S)  
Guest: Lynda Zambrano, National Tribal Emergency Management Council  
**DUE: Proposal for Visual Graphics Assignment**
- Tuesday 2:00-3:50 Seminar: David & Enarson, *The Women of Katrina*, pp. 1-52
- Wednesday 10:00-12:50 Guest: Kanahus Manuel (Secwepemc activist, Mount Polley mine spill, BC)  
Film: *This is what they're doing to clean up the worst mining disaster in Canadian History* (2014).  
Briefing: Chemical and Mining Disasters (S)
- Thursday 10:00-12:50 Guest: Prof. Arlen Speights (Houma); Film: *My Louisiana Love* (2012)  
Field Trip Briefing 1
- Thursday 2:00-3:50 Seminar: David & Enarson, *The Women of Katrina*, pp. 130-151, 169-177, 210-227  
**DUE: Week 4 Synthesis Paper**  
Food Committee Meets; Syllabus check

**WEEK FIVE: FEBRUARY 4, 5, 6 (Contesting Narratives)**

Readings: Button, *Contextualizing Disaster*

- Tuesday 10:00-12:50 Lecture & videos: Haiti (Z)  
Briefing: Earthquakes (Z)
- Tuesday 2:00-3:50 Seminar: Button, Ch. 3, 8
- Wednesday 10:00-12:50 **DUE: Case Study Briefing** (abstract of 250-300 words), **Outline, and Sources**  
**DUE: Mid-Quarter Checklist**  
Peer Review Workshop: Bring 3 copies of Case Study Briefing  
Mid-Quarter Check-ins with Faculty

Thursday 10:00-12:50 Briefing: Tsunamis (Z); Video: *The Rising* (Quinault Move to Higher Ground)  
Field Trip Briefing 2

Thursday 2:00-3:50 Seminar: Button, Ch. 1, 4; Syllabus check for Weeks 6-7  
Food Committee Meets and remaining Mid-Quarter Check-ins with Faculty  
**DUE: Week 5 Synthesis Paper**

**WEEK SIX: FEBRUARY 11, 12, 13 (Olympic Peninsula Field Trip to Quinault & Quileute Nations)**

Reading: Papiez, Chelsie, "Climate Change in the Quileute & Hoh Nations" (on Canvas);  
Northwest Indian Applied Research Institute, *Northwest Tribes: Meeting the Challenge of Climate Change*

Tuesday **DUE: Draft of CATASTROPH-FAIR project**  
(Visual Graphics Assignment Storyboards and "Script")  
Leave Parking Lot C by **9:30 sharp, NOT 10:00**  
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  
Cook evening meal at ONRC  
Drum and Healing Circle, evening in LaPush

Thursday La Push, Quileute Nation; Hike to Second Beach (if weather permits).  
Return to campus by 6:00

**WEEK SEVEN: FEBRUARY 18, 19, 20 (Dystopian Present & Futures)**

Reading: Klein, *The Battle for Paradise*; excerpts from Butler, Octavia, *The Parable of the Sower*

Tuesday 10:00-12:50 **DUE: Week 6 (Field Trip & Readings) Synthesis Paper**  
Field Trip debrief  
Lecture / Directed Reading: Octavia Butler's *The Parable of the Sower* (Z)

Tuesday 2:00-3:50 Seminar: Excerpts from Butler, *The Parable of the Sower*, Begley op-ed  
Envisioning Survival: speculative fiction workshop

Wednesday 10:00-12:50 Briefing: Droughts, Heat Waves & Wildfires (S)  
Film: *Cooked: Survival By Zip Code* (1995 Chicago Heat Wave)

Thursday 10:00-12:50 Guest: Llaima Suwani / Self Portrait Factory (Hurricane María in Puerto Rico)  
Videos from Self Portrait Factory  
**DUE: Final Draft of Visual Graphics for CATASTROPH-FAIR**

Thursday 2:00-3:50 Seminar: Klein: *The Battle for Paradise* (on Puerto Rico); Syllabus check  
**DUE: Week 7 Synthesis Paper**

**WEEK EIGHT: FEBRUARY 25, 26, 27 (Rewriting Disaster)**

Reading: Reading: Button, *Contextualizing Disaster*

Tuesday 10:00-12:50 Briefing: Radioactive / Nuclear Disasters (Z); images of Chernobyl  
Guest: Koharu Yanobayashi (Japanese student) on 2011 tsunami, Fukushima, and  
documentary making

Tuesday 2:00-3:50 Seminar: Button, Ch. 2, 5

Wednesday 10:00-12:50 Film: *Chemical Valley* and excerpts from *Bhopal: A Prayer for Rain*  
CATASTROPH-FAIR preparations workshop (bring all materials)

Thursday 10:00-12:50 **CATASTROPH-FAIR (Library Lobby)**

Thursday 2:00-3:50 Seminar: Button, Ch. 6, 7; Syllabus check  
Workshop: Powerpoint Development  
**DUE:** Week 8 Synthesis Paper

### **WEEK NINE: MARCH 3, 4, 5 (Alternate Futures)**

Tuesday 10:00-12:50 Briefing: Uprisings & Attacks (Z)  
Film Selections: *Caution: 2001* (2002) and *Whose Streets?* (2017)  
**DUE: Draft of Case Study Presentation**

Tuesday 2:00-3:50 Community Media Collectives and Resilience Narratives in Film

Wednesday 10:00-12:50 Workshop: Resilience and disaster planning Zine making

Thursday 10:00-12:50 Guest: Reuben Cruz (emcee che christ) Poetry / Music / Video Responses  
presentation and workshop

Thursday 2:00-3:50 Presentation panels meet; bring draft or completed Case Study presentation

### **WEEK TEN: MARCH 10, 11, 12 (Cast Study Presentations) Post powerpoint by 6 pm before presentation day.**

Tuesday 10:00-12:50 Student Presentations

Tuesday 2:00-3:50 Student Presentations, **SemII B1105 Note room change**

Wednesday 10:00-12:50 Student Presentations

Thursday 10:00-12:50 Student Presentations

Thursday 2:00-3:50 Workshop: Summative Discussion, **SemII B1105 Note room change**  
**DUE: Final Portfolios** (by seminar faculty office door, by 5:00 pm)

### **WEEK ELEVEN: MARCH 16-19 (Evaluations)**

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

## **ASSIGNMENTS**

### **1.) SYNTHESIS PAPERS**

We will have a single weekly paper (for Weeks 1-8) 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 identify a theme that cuts across the readings, and extract from the three parts of the week to provide evidence for your analysis). *Use the syllabus "Checklist for Written Work."*

**All papers are due in your Thursday Book Seminar at 2:00 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, discussion, 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.

## 2.) VISUAL GRAPHICS IN DISASTER PLANNING

For this assignment you will be developing an infographic poster presentation based on research and ideas related to disaster preparedness and planning. The ideas can come from you, but a list of suggestions will be provided (such as: how to generate bicycle electricity during power outages, best ways to communicate during disasters, setting up a food delivery system during a snowstorm on campus). Detailed assignment guidelines and project parameters will be handed out by week 3. Student posters will be showcased and presented to the general public at our **CATASTROPH-FAIR on February 27th**. Students will bring hard copies of their information to a 'zine-making workshop in week 9. The 'zine will be distributed on campus in week 10.

- **Proposal for Visual Graphics Assignment due January 28th, 10 am**
- **Draft of project with Storyboards and "Script" due February 11th, 10 am**
- **Final Draft of Visual Graphics for CATASTROPH-FAIR due February 20th, 10 am**
- **\*\*Final project poster and presentation due Feb. 27 at the CATASTROPH-FAIR, Library Lobby\*\***
- **'Zine making workshop on resilience and disaster planning in Week 9 (bring your materials!)**

## 3.) CASE STUDY PROJECT

**A.) Project Topic:** The final presentation 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 modern disasters below, or another case study approved by the faculty that does not overlap with another student's topic. You will submit a *one-sentence* topic to your faculty, who will organize you into topical 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, 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. In other words, how do the

everyday disasters of inequality and climate/environmental change intersect with the specific disaster you are studying, and how does everyday community resilience enable people to survive or recover?

**Project Topic sentence due Wednesday, January 15** in seminar *and* pasted on Canvas.

**B.) Case Study Briefing, Outline, & Sources.** You will submit a long paragraph describing your project, as an Abstract (summary) of 250-350 words, along with an outline of the main sections and points, and a bibliography of *at least 5 sources* in alphabetized, bibliographic form. Sources include peer-reviewed articles, web sources (with titles and authors or groups), books, magazine or newspaper articles, etc. Your Faculty will see that you have thought about the topic, and have sources *in hand* to do your research. You should also start a folder for digital graphics for your presentation, to drag graphics into, and a document to record the URL source and caption of the graphic. **Project Paragraph & Sources due Wednesday, February 5 at 10:00 am** *and* pasted on Canvas. **Bring 4 copies of the briefing for faculty and peer review.**

**C.) Project Draft.** Print a draft of your presentation, from Powerpoint at Notes/3 slides per page (see drop-down menu in the print dialog box). It needs a first page with your presentation title, full name, and group. Your presentation 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 at the end of your presentation should have at least 10 sources. *All your research—including quotes, facts, and concepts—needs to be fully cited.* **Project Draft (printed as notes/3 slides to a page) due Tuesday, March 3 at 10:00 am. Also bring a copy for your group to review on Thursday, March 5.**

**D.) Project Presentations.** Submit your final presentation on Canvas by 6:00 pm the day before your group presents. 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: March 10-12**

#### EXAMPLES OF MODERN DISASTERS

<p><b>Earthquakes in Americas</b> Alaska 1964 Bay Area 1906, 1989 Chile 1960, 2016 Mexico City 1985, 2017 Los Angeles 1971, 1994 Haiti 2010</p> <p><b>Earthquakes in Eurasia</b> Tangshan China 1976 Kobe, Japan 1995 Kashmir, India/Pak. 2005 Sichuan, China 2008 L'Aquila, Italy 2009 Christchurch NZ, 2011 Nepal 2015</p> <p><b>Volcanic activity</b> Mt Ste Helens 1980 Nevado del Ruiz Col. 1985 Pinatubo Phils. 1991</p> <p><b>Tsunamis</b> Indian Ocean 2004 Japan 2011</p>	<p><b>Hurricane/Typhoon/Cyclone</b> Bangladesh 1970, 1991 Mitch 1998 Katrina 2005 Sandy 2012 Haiyan 2013 María 2017 Harvey 2017 Dorian 2019</p> <p><b>Radioactive /Nuclear</b> Hiroshima/Nagasaki 1945 Bikini Atoll evacuation 1946 Chelyabinsk, Russia 1957 Three Mile Island, PA 1979 Churchrock / Rio Puerco, 1979 Chernobyl, Ukraine 1986 Fukushima, Japan 2011</p> <p><b>Floods &amp; Landslides</b> Europe 2002, 2006-07 India 2007, 2013 Pakistan 2010 Oso, WA 2014 Santa Barbara CA, 2018</p>	<p><b>Toxic leaks</b> Grassy Narrows, Ontario 1970 Seveso, Italy 1976 Love Canal, NY 1978 Times Beach, MO 1983 Bhopal, India 1984 Exxon Valdez AK 1989 Deepwater Horizon LA 2010 Mt. Polley mine, BC 2014 Gold King mine CO, 2015</p> <p><b>Droughts/Heat Waves/Wildfires</b> US 1988-89 Europe 2003 East Africa 2011 Eastern WA 2015 Middle East 2016 California 2018-19 Australia 2009, 2019-20</p> <p><b>Attacks, Uprisings in U.S.</b> Los Angeles 1965, 1992 Detroit 1967 New York 1977, 2001 Oklahoma City, OK 1995</p>
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#### 4.) PORTFOLIO & CHECKLISTS

**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.

**Tues., Feb. 5: Mid-quarter checklist of all written assignments due.** Students will note which assignments have been submitted, submitted late, or not submitted

**Thurs, March 12: Portfolios due** (including final checklist of all written assignments, self-evaluation draft, faculty eval draft, and Academic Statement) submitted outside faculty office, **by 4:00 pm at the latest.**

#### 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.

#### 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, and an evaluation of your faculty seminar leader.
  - Your evaluation will consist of your seminar leader's written evaluation of your work, your *required* self-evaluation, and the evaluation meeting. 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.

**\*Students that successfully complete the work in the program can expect to earn:**

- 4 – Geography: Social Vulnerability and Environmental Hazards
- 4 – Introductory Media Studies: Visual Communication and Media Analysis
- 4 – Native Studies: Indigenous Resilience
- 4 – Disaster Studies: Independent Research Project on [case study]