

Changing Climate, Changing Cultures

ANTH 266

Tues & Thurs 11:00 – 12:15 pm

2106 Tydings Hall

Instructor: Dr. L. Jen Shaffer

Office Hours: Tuesdays 3:30-4:55pm

Office: Woods Hall B0110

Phone: 301-405-1441

Email: please use CANVAS course email

Assistant Instructor: Ms. Adriane Michaelis

Office Hours:

Office: 0124B Woods Hall

Email: please use CANVAS course email

+++++

Course Description

Climatic changes have helped shape hominid evolution, contributed to the rise and fall of complex societies, and affected socio-ecological systems. Human activities now influence ongoing 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. In this course, we will explore past, present, and future interactions between humans and climate. Discussions, classroom and take-home activities, and case study analyses provide students a foundation for appreciating the role of anthropology in understanding, responding to, and preparing for climate change.

Course Learning Outcomes

Students in this course will read broadly to understand climatic influences on human-environment interactions and anthropological contributions to the study of climate change. They will develop their knowledge of methods used to study social aspects of climate change and explore how findings may be applied to improve the sustainability of communities in an uncertain future.

Course Materials & Readings

There are no required texts you need to buy for this class.

Required readings include a variety of book chapters, journal articles, videos, and websites during the semester. These materials and readings will be 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.

Grading Criteria

Your learning, and ultimately your grade, is based on participating in classroom activities, reading responses, a series of analytical writing questions, an autobiographical essay, and a final project. Student's grades will be calculated as follows:

Grade Weighting

Assignments 55% (total)

- 3 Analytical Writing Questions 15%
- Climate Autobiography 10%
- Telling Climate Stories (final project) 30%

Syllabus Questions 3%

In-class Minute Responses (random, weekly) 15%

Class Participation 27%

TOTAL 100%

A+ → 97-100 %	B+ → 87-89.9 %	C+ → 77-79.9 %	D+ → 67-69.9 %	F → below 60 %
A → 93-96.9 %	B → 83-86.9 %	C → 73-76.9 %	D → 63-66.9 %	
A- → 90-92.9 %	B- → 80-82.9 %	C- → 70-72.9 %	D- → 60-62.9 %	

Assignments

In lieu of exams, there several take-home assignments to give you an opportunity to understand climate issues from a social science and personal perspective. The following are brief descriptions of the activities and their due dates. More detailed instructions for each assignment will be posted to the course website and discussed in class. Please note that I will take off 2 points for every day the assignment is late, in addition to any points missed for incorrect answers. I will not accept assignments after 2 weeks.

- *Climate Autobiography (2/16)*: Weather and climate shape our lives in ways we often don't think about. In this activity, you will write a 5-10 pg. autobiography of a significant climate event/s that influenced you – it could be the first big storm you remember, a significant storm that affected your family and community, or some other climate event that influenced you in a favorable or negative way.
- *Analytical Writing Questions (3/5, 4/9, 5/14)*: Our class is loosely divided into three governance levels - international, national, and state/local. The interaction of governance, sociocultural institutions, and social-ecological systems affects the impacts of climate events and changes on human communities. Through these short writing assignments you will explore how what you have learned in readings and class at one governance level may affect communities at other governance levels. For example, how does international law and treaties regarding CO2 emissions impact Maryland law and communities?
- *Telling Climate Stories*: Humans have used art to convey environmental information since the first cave paintings, and anthropologists use visual methods, among others, to document peoples' stories. In this two part project, you will create a photo essay, micro-documentary video, or comic that reflects what you have learned in this class. This reflection should bring climate change to a personal level and tell a story of how your life, and/or those of your family and friends, may/will change and how you can sustainably adapt. In Part 1 (3/9), you will submit an idea for a project and sketch out a plan to bring your idea to completion – including potential content. In Part 2 (5/9), you

will submit the final story for evaluation. The top 10 will be shared with class on our final day of class.

Syllabus Questions

This is a short online assignment, in a quiz format, that you will have access to at the beginning of the term. You should read through the class syllabus and look through the CANVAS course wiki before you start the assignment. You may use these materials while you complete the assignment, but it will be helpful to have a general idea of where you might find answers before you begin. This is a really easy way to earn some points and the beginning of the term and orient yourself to course expectations and materials.

Please note that you cannot open the assignment, answer a few questions, then come back later. You must complete the assignment in one sitting. However, you may complete the assignment as many times as you like until you are satisfied with your grade. The quiz opens on the first day of class and closes 12 February (after the add/drop period). I will not reopen it after this date. The assignment is worth 3% of your total grade.

In-Class Minute Responses

Although assigned readings are limited, they provide essential background for the topics discussed in class. Each week, we will set aside time in class to respond briefly in writing to a question/s that links your readings to the classroom activities, discussion, and lecture. These questions will allow you to make links and digest what you've learned further, as well as provide opportunities to share what you're learning if you don't get a chance to speak up in class.

The two lowest graded minute responses will be dropped. This allows you to miss a minute responses for reasons that are perhaps out of your control but not considered legitimate absences or completely bomb a response.

If you are legitimately absent, and miss the minute response activity during class, you are encouraged to prepare a brief one page analytical writing question (1 page) for the required reading discussed in class the day you missed. It is your responsibility to ask your classmates or the assistant instructor to find out if you missed an in-class minute response. Please bring this response in to class (a hard copy) the very next time you attend with documentation for your absence. Be aware that your response will be graded slightly differently because you are responding to the assigned reading and not the questions presented in class to those present.

Grading of In-Class Minute Responses - Reading responses are worth only 4 points each.

- **4 - Excellent** - Well done! Your response demonstrates that you have clearly synthesized assigned readings with lecture concepts, activities, and discussions. Your ideas are very clearly articulated with minimal spelling and grammar errors.
- **3 - Good** - It is clear you are learning and synthesizing lecture learning with the readings that are assigned. Your response could be better articulated, however, it is understandable. Keep up the hard work!
- **2 - Needs More Effort** - I hope this was an off day/week for you. Paying attention in lecture helped your response, however, it was unclear whether or not you had done any of the readings. Your response does not demonstrate any synthesis of the readings with what you are learning in the classroom.

- **1 - Completely Unprepared** - Thank you for coming to class today and attempting to respond to the question posed about what you are learning. It is recommended that you read the assigned readings and take notes on lecture concepts and discussions. This process will help you better synthesize what you are learning in class with what you are expected to learn on your own outside the classroom.
- **0 - Unexcused absence**

Class Participation

Active participation in class activities and discussions is essential for learning. In this class, active participation accounts for 27% of your final grade. I understand that not everyone is comfortable speaking up in class, so there will be a number of different ways to participate including short writing responses, group activities, and discussion. These activities and discussions are geared to develop your personal adaptive capacity for responding to climate uncertainty and building a sustainable future. Because some of the questions we think about in class have no right or wrong answer, you will be graded on your participation in the discussions and activities. Don't stress out too much on this or you'll forget to have fun in class. :-)

Course Schedule

This schedule is subject to change at the instructor's discretion. All schedule and reading changes will be announced in class and on the CANVAS course website.

DATE	TOPIC & READINGS	DUE
Th, 26 Jan	Introduction to Course	
T, 31 Jan	Anthropological Questions of Climate Change <ul style="list-style-type: none"> • Barnes et al. (2013) 	
Th, 2 Feb	Climate Cultural Values & Perceptions <ul style="list-style-type: none"> • Corner et al. (2014) 	
T, 7 Feb	UNFCCC & the Historic Paris Agreement <ul style="list-style-type: none"> • Rayner (2016); UNFCC webpage 	
Th, 9 Feb	Climate Leadership <ul style="list-style-type: none"> • Bateman & Mann (2016) 	Syllabus Questions DUE 2/12
T, 14 Feb	Thresholds & Tipping Points <ul style="list-style-type: none"> • Bentley et al. (2014) 	
Th, 16 Feb	Drowning Lands & Climate Refugees <ul style="list-style-type: none"> • Lieberman (2015) 	Climate Autobiography DUE 2/16
T, 21 Feb	Climate Change, Conflict, & Human Security <ul style="list-style-type: none"> • Westervelt (2015) 	
Th, 23 Feb	Balinese Subaks & Climate Change Adaptation – Dr. Tom Hilde <ul style="list-style-type: none"> • T.B.A 	
T, 28 Feb	Examining Adaptive Water Management Against Indigenous Knowledge in Algeria – Dr. Nejm Benessaiah <ul style="list-style-type: none"> • Casciarri (2009) 	
Th, 2 Mar	ClimateChange.gov <ul style="list-style-type: none"> • Hayes (2014) 	Analytical Writing Question 1 DUE 3/5
T, 7 Mar	Ensuring US Food & Water Security in an Uncertain Climate	

	<ul style="list-style-type: none"> Lang & Heasman (2015) 	
Th, 9 Mar	Past, Present, & Future Food in the US <ul style="list-style-type: none"> Salmon (2012) 	Telling Climate Stories Pt. 1 DUE 3/9
T, 14 Mar	Agriculture, IPM, & Climate Change – Dr. Bill Lamp <ul style="list-style-type: none"> Bebber et al. (2013) 	
Th, 16 Mar	The Great Dustbowl & Anticipating Uncertainty <ul style="list-style-type: none"> McLeman et al. (2014) 	
T, 21 Mar	Spring Break!	
Th, 23 Mar	No classes this week.	
T, 28 Mar	Food Security & Climate Video Day <ul style="list-style-type: none"> check course wiki 	
Th, 30 Mar	Food Security & Famine – Ms. Adriane Michaelis <ul style="list-style-type: none"> Fraser (2007) 	
T, 4 Apr	Beyond Environmental Determinism <ul style="list-style-type: none"> NeoGaia game; Coombes & Barber (2005) 	
Th, 6 Apr	Responding to Change: Strategies & Assets <ul style="list-style-type: none"> NeoGaia game; Thornton & Manasfi (2010) 	Analytical Writing Question 2 DUE 4/9
T, 11 Apr	Risk & Vulnerability <ul style="list-style-type: none"> Rudolf et al (2012) 	Video Day virtual token write up (optional)
Th, 13 Apr	Maryland Climate Policy <ul style="list-style-type: none"> Boicourt & Johnson (2011) 	
T, 18 Apr	Marcellus Shale Fracking & Maryland’s Health <ul style="list-style-type: none"> Adgate et al. (2014) 	
Th, 20 Apr	Climate & Health <ul style="list-style-type: none"> Luber et al. (2014) 	
T, 25 Apr	Sea Level Rise in Maryland <ul style="list-style-type: none"> MD Commission on Climate Change (2008) 	
Th, 27 Apr	Restoring the Chesapeake in an Uncertain Climate – Ms. Adriane Michaelis <ul style="list-style-type: none"> Wheeler (2015); Kobell (2015); Naijar et al. (2010) 	
T, 2 May	Building Adaptive Capacity in Maryland <ul style="list-style-type: none"> Miller Hesed & Paolisso (2015) 	
Th, 4 May	Maryland Coastal Planning <ul style="list-style-type: none"> CoastSmart Communities game 	
T, 9 May	Building CoastSmart Communities <ul style="list-style-type: none"> CoastSmart Communities game 	Telling Climate Stories Pt. 2 DUE 5/9
Th, 11 May	Sharing What We’ve Learned	Analytical Writing Question 3 DUE 5/14

My Expectations of Students in this Course

Participation and Attendance

Active participation in class activities and discussions is essential for learning. In this class, active participation accounts for 27% of your final grade. I understand that not everyone is comfortable

speaking up in class, so there will be a number of different ways to participate including short writing responses, group activities, and discussion. These activities and discussions are geared to develop your personal adaptive capacity for responding to climate uncertainty and building a sustainable future. Because some of the questions we think about in class have no right or wrong answer, you will be graded on your participation in the discussions and activities. Don't stress out too much on this or you'll forget to have fun in class. :-)

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

Conduct

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

Technology

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

Online & Email communication

I use CANVAS class announcements frequently to post reminders of assignment due dates, changes to the schedule and/or readings, let you know about outside opportunities, and link course material to current events. Please make sure your email information is correct and that you check your email. Please note that you are expected to turn in all assignments online to the CANVAS course website. A variety of files are accepted including .doc, .pdf, rich content, website URLs and media files. Please note that there are limited types of acceptable file forms (.doc, .docx, .xls, .xlsx, others may be specified in an assignment), and they must be openable on **both** Mac and PC platforms. If your instructor cannot open the file easily for grading/assessment purposes, any answers associated with the file for your assignment will receive a 0 grade. This will really suck if it is your entire assignment. It is not my job to hunt down apps or software to open your assignment. It is your responsibility to turn in legible and accessible assignments.

Please remember that what you write and the images that you post provide the rest of us – your fellow classmates and I – are an image of who you are. We'd love to think the world of you, so show us your best. Use good spelling and grammar. Be kind. DON'T SHOUT!! Open and close emails with proper greetings and regards. Choose your words and images carefully. Give credit where credit is due – either

to a fellow student, the writer or producer of course materials, or your professors. Lastly, humor doesn't always transmit well through the internet – jokes, and especially satire, can be easily lost by a reader and taken seriously. Use emoticons if you feel the need for humor. ;-)
J : / ^ _ ^ : (

Assignments

All assignments must be uploaded to our course website on CANVAS for grading. This cuts down on tree killing and avoids the ongoing printer problems that strike everyone, including myself, on occasion. Assignments are due at the time specified on CANVAS. It is your responsibility as a student to keep track of this – I generally do not make announcements in class. You may turn in assignments early, although they will be graded with those of your classmates following the indicated due date. Any student who does not turn in an assignment by the time specified will lose points. Two points will be deducted for each day the assignment is late. I will not accept assignments two weeks after they are due. If you have a medical emergency, notify me ASAP!! I will need documentation, but you will receive an extension. Assignments, and the rubrics used to grade them, will be posted to the course website on CANVAS. I will also provide information in class. 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.

Plagiarism

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

Academic Integrity

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

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

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

Students with Disabilities

I will make every effort to accommodate students who are registered with the Disability Support Service (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has

been updated for the Spring 2017 semester. Only written DSS documentation of the accommodation will be considered. This form must be presented to me no later than 10 February 2017. I am not able to accommodate students who are not registered with DSS or who provide me with documentation which has not been reviewed and approved by UM's DSS Office after 10 February 2017.

Medical Excuses

In my class, you or a guardian must email me or call me PRIOR to class to inform me that you will not be in attendance due to injury or serious illness, and thus will miss the class participation or an assignment deadline. At the very next class session that you are in attendance, you must present me with a self-signed note for missing one single lecture. This note must include the date of illness and a statement that the information you have provided is true. You must also state that if your absence is found to be false, you understand that you will be referred to the Office of Student Conduct. The statement must be signed and dated.

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

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

Finally, waiting until the end of the term to inform me of long-term physical or mental health issues - issues that will interfere with your learning in this course - is not acceptable. 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.

Student Athletes

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

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

The 10th day of Spring 2017 semester is Tuesday, 7 February 2017.

Religious Observance

Please refer to the Online Catalog Policy on Religious Observance. If there is a specific day you will not be able to attend class or turn in a particular assignment or exam, please provide me, in writing the day and specific religious observance by 7 February 2017. Please remember that accommodations are NOT made for travel to and from the religious observance.

University Emergency Closing

In the event that the University is closed for an emergency or extended period of time because of inclement weather and campus emergencies, I will communicate to you via ELMS or email to make

schedule adjustments, including rescheduling of assignment due dates. Official closures and delays are announced on the campus website <http://www.umd.edu>. The snow phone line is 301-405-SNOW, as well as local radio and TV stations.

Course Evaluation

I take course evaluations very seriously. Each year I revise my syllabus, readings, course assignments, and exams based on your feedback. I am not just interested in the scores you give this course, but also very interested in your specific comments. I will provide a couple of opportunities during the course to give me anonymous feedback. I would like to encourage each and every one of you to evaluate this class as well as your other courses. One important campus-wide evaluation is the online evaluation at the end of the semester. *Course Evaluation UM* will be open to students to complete their evaluation for Spring 2017 courses starting at the end of April 2017. Students can go directly to the website to complete their evaluations (www.courseevalum.umd.edu).