

Dr. April M. Beisaw: Blodgett Hall 318 - [apbeisaw@vassar.edu](mailto:apbeisaw@vassar.edu)  
Course days/times: Thursdays - Blodgett Hall 101 - 3:10 to 6:10 pm  
Office hours: Tuesdays - Blodgett Hall 318 - 3:00 to 4:30pm and by appointment



### Course Description

When did humans first experience disaster? Since their earliest manifestations, towns and cities have suffered dramatic events such as super storms, tsunamis, volcanic eruptions, and earthquakes - which often led to their abandonment. Slower disasters, such as droughts and plagues, caused groups to reorganize in response to loss of resources, including their most vulnerable community members. Natural processes become cultural disasters when people get caught in them, and have to make decisions about risks to lives, livelihoods, and property. Newer forms of cultural disasters include nuclear events, sunken ships, and crashed planes, but these too can be studied through archaeology. Disasters have their own histories as they are often the result of processes set in motion long before there is a clear toll. Despite their cause, disasters often leave us wondering why the event happened and how we can better prepare against future threats. Archaeological methods allow us to learn from what remains, to piece together the events that led up to a disaster, the events that unfolded during it, and the decisions that were made after it. This course surveys the archaeological record of cultural and environmental threats, including El Niños, volcanic eruptions, and the release of nuclear radiation.

### Course Objectives

1. Contextualize recent disasters within a long history of unexpected and unwanted events
2. Explore how knowledge of past crises can help us prepare for future ones
3. Develop expertise in one type or disaster and gain experience speaking and writing about it in a professional (non-sensational) way

### A Note About Studying Disasters

This course contains material that is emotional charged. Please respect each other and the victims of the disasters that we study. The intent here is neither to glorify nor dehumanize disasters, it is to learn from the past so we may help to minimize the human impact of future disasters. If any of the course content makes you personally uncomfortable it is your responsibility to speak with me before the class in which we will cover it. Please come to my office hours or make an appointment to see me in person.

### Course Readings

All textbooks are available in the Vassar library reserves (Reference Room 123) for 4-hour use.

Dawdy, Shannon Lee

2016 *Patina: A Profane Archaeology*. University of Chicago Press, Chicago.

De León, Jason

2015 *The Land of Open Graves: Living and Dying on the Migrant Trail*. University of California Press, Oakland.

Gould, Richard

2007 *Disaster Archaeology*. University of Utah Press, Salt Lake.

Additional readings (PDFs on Moodle)

Andrus, C. Fred T., Daniel H. Sandweiss, and Elizabeth J. Reitz

2008 Climate Change and Archaeology: The Holocene History of El Niño on the Coast of Peru. In *Case studies in Environmental Archaeology*, edited by Elizabeth Reitz, C. Margaret Scarry, and Sylvia J. Scudder, pp. 143-160. Springer.

Bernardi, Patricia

2007 Forensic Archaeology and the Scientific Documentation of Human Rights Violations: An Argentinian Example From the Early 1980s. In *Forensic Archaeology and Human Rights Violations*, edited by Roxana Ferllini, pp. 205-233. Charles C. Thomas, Publisher, Illinois.

Cooper, Jago

2012 Fail to Prepare, then Prepare to Fail: Rethinking Threat, Vulnerability, and Mitigation in the Precolumbian Caribbean. In *Surviving Sudden Environmental Change: Answers from Archaeology*, edited by Jago Cooper and Payson Sheets, pp. 91-117. University Press of Colorado, Boulder.

Crossland, Zoë

2009 Of Clues and Signs: The Dead Body and Its Evidential Traces. *American Anthropologist* 111(1):69-80.

Dawdy, Shannon Lee

2006 The Taphonomy of Disaster and the (Re)Formation of New Orleans. *American Anthropologist* 108(4):719-730.

2010 Clockpunk Anthropology and the Ruins of Modernity. *Current Anthropology* 51(6):761-793.

Elson, Mark D., Michael H. Ort, Kirk A. Anderson, and James M. Heidke

2007 Living with the Volcano: The 11th Century AD Eruption of Sunset Crater. In *Living Under the Shadow: The Cultural Impacts of Volcanic Eruptions*, edited by John Grattan and Robin Torrence, pp 107-132. Left Coast Press, California.

Ferllini, Roxana

2007 Human Rights Violations, Past and Present: Consequences and Interventions. In *Forensic Archaeology and Human Rights Violations*, edited by Roxana Ferllini, pp. 3-23. Charles C. Thomas, Publisher, Illinois.

Gamble, Lynn H.

2007 Culture and Climate: Reconsidering the Effect of Paleoclimatic Variability among Southern California Hunter-Gatherer Societies. *World Archaeology* 37(1): 92-108.

Gore, Rick and Louis O. Mazzatenta

1984 The Dead Do Tell Tales at Vesuvius. *National Geographic* 165(5):557-663.

Harrod, Ryan P. and Debra Martin

2014 Climate Change, Social Control and Violence in the US Southwest, In *Bioarchaeology of Climate Change and Violence: Ethical Considerations*, edited by Harrod, Ryan P. and Debra Martin, pp. 33-58. Springer.

Hodges, Glenn

2011 Cahokia America's Forgotten City. *National Geographic* (Jan):127-145.

Lowe, John et al. (more than 10 authors)

2012 Volcanic Ash Layers Illuminate the Resilience of Neanderthals and Early Modern Humans to Natural Hazards. *PNAS* 109(34):13532-13537.

Moshenska, Gabriel

2008 Ethics and Ethical Critique in the Archaeology of Modern Conflict. *Norwegian Archaeological Review* 41(2):159-175.

Nelson, Margaret C. et al. (more than 10 authors)

2012 Long-Term Vulnerability and Resilience: Three Examples from Archaeological Study in the Southwestern United States and Northern Mexico, In *Surviving Sudden Environmental Change: Answers from Archaeology*, edited by Jago Cooper and Payson Sheets, pp. 197-222. University Press of Colorado, Boulder.

Petryna, Adriana

2013 *Life Exposed: Biological Citizens after Chernobyl*. 2nd Edition. Princeton University Press, Princeton.

- Rico, Trinidad  
2014 The Limits of a 'Heritage at Risk' Framework: The Construction of Post-Disaster Cultural Heritage in Banda Aceh, Indonesia. *Journal of Social Archaeology* 14(2):157-176.
- Ryzewski, Krysta and John F. Cherry  
2012 Communities and Archeology under the Soufrière Hills Volcano on Montserrat, West Indies. *Journal of Field Archaeology* 37(4):316-327.
- Samuels, Kathryn Lafrenz  
2016 The Cadence of Climate: Heritage Proxies and Social Change. *Journal of Social Archaeology* 16(2):142-163.
- Sandweiss, Daniel H. and Alice R. Kelley  
2012 Archaeological Contributions to Climate Change Research: The Archaeological Record as a Paleoclimatic and Paleoenvironmental Archive. *Annual Review of Anthropology* 41:371-391.
- Sandweiss, Daniel H. and Jeffrey Quilter  
2012 Collation, Correlation, and Causation in the Prehistory of Coastal Peru, In *Surviving Sudden Environmental Change: Answers from Archaeology*, edited by Jago Cooper and Payson Sheets, pp. 117-142. University Press of Colorado, Boulder.
- Schlanger, Nathan, Laurent Nespoulous, and Jean-Paul Demoule  
2016 Year 5 at Fukushima: A 'Disaster-Led' Archaeology of the Contemporary Future. *Antiquity* 90(350):409-424.
- Sheets, Payson and Jago Cooper  
2012 Learning to Live with the Dangers of Sudden Environmental Change, In *Surviving Sudden Environmental Change: Answers from Archaeology*, edited by Jago Cooper and Payson Sheets, pp. 1-18. University Press of Colorado, Boulder.
- Swenson, Edward R.  
2003 Cities of Violence: Sacrifice, Power and Urbanization in the Andes. *Journal of Social Archaeology* 3(2):256-296.
- Thompson, Andrew R., Kristin M. Hedman and Philip A. Slater  
2013 New Dental and Isotope Evidence of Biological Distance and Place of Origin for Mass Burial Groups at Cahokia's Mound 72. *American Journal of Physical Anthropology* 158:341-357.
- Torrence, Robin and Trudy Doelman  
2010 Chaos and Selection in Catastrophic Environments: Willaumez Peninsula, Papua New Guinea, In *Living Under the Shadow: The Cultural Impacts of Volcanic Eruptions*, edited by John Grattan and Robin Torrence, pp 42-66. Left Coast Press, California.
- van Buren, Mary  
2001 The Archaeology of El Niño Events and other [Natural] Disasters. *Journal of Archaeological Method and Theory* 8(2): 129-149.
- van de Noort, Robert  
2013 *Climate Change Archaeology: Building Resilience from Research in the World's Coastal Wetlands*. Oxford University Press, Oxford.

## Course Grading

### Discussion participation = 25%

Discussion participation points can only be earned by being active in class discussion each and every week. This does not mean dominating the discussion so that others do not get a chance to speak and it does not mean simply saying that you agree or disagree with others. Active participation in class discussion means that you add to the discussion by linking together otherwise disparate ideas, ASK and answer questions, challenge or defend positions, and generally help move the entire class towards new levels of understanding. Your overall course participation will receive a single grade of: more than two absences regardless of participation (100 pts), regularly present but often passive (150 pts), regularly present and occasionally active (200 pts), or regularly present, engaged, and insightful (250 pts). My definition of insightful is going beyond the basic textbook answers and linking together multiple readings or topics to demonstrate a deeper understanding of the issues at hand.

### Policy Statement = 20%

A 700-800 word policy statement on the disaster type of your choice is due via Moodle by 3:10pm. See the Surviving Sudden Change ebook and Moodle for examples.

### Book Reviews = 20% (2 @ 10% each)

Each student will select **two** of the main textbooks to write formal book reviews for (Gould, De León, Dawdy, or Petryna & Schlanger (both sources together)). Reviews are due by the class period associated with the last assigned reading in that book. A good review includes an analysis of the book and where it fits in the larger literature on a subject. It begins with specifics about this book and moves into larger ideas. It captures the essence of the book without relying on the book's author's own words.

Book reviews must be 600-900 words in length and include the following elements:

1. General description of the problem addressed by the book,
2. Summary of the book's argument or thesis,
3. Description of the author's qualifications to speak on this topic,
4. Summary of the book's content including the methods used and the material covered,
5. Two properly cited direct quotes that serve as evidence for an argument,
6. Description of the book's strengths and weaknesses pointing out where the book shines and where it could be improved,
7. Conclusion that summarizes your opinion and identifies the proper audience for this book.

Reviews should not include citations or references to any works other than the book being reviewed. The title of your review should follow the following format:

*Book Title.* BOOK AUTHOR FIRST NAME LAST NAME. Publication Year. Publisher, City. # of pages pp. \$price (paperback), ISBN #

*Reviewed by* Your First Name Last Name, Vassar College, Poughkeepsie, NY.

### Paper Proposal on Research = 5%

Writing a paper proposal is an organizational tool that forces you to know what you are trying to say before you start writing your paper. The title explains what argument your paper will make. The bibliography is a list of sources you expect will help you make that argument. The abstract sets up the argument and how you think you will be able to explain it and solve a problem.

Consider the following questions when assessing your paper proposal.

1. Does the title tell you what the paper will be about in a specific manner? Is it vague as to the issue and place that the paper will be about?
2. Does the abstract set up an argument and reveal how the problem can be solved?
3. Does the abstract go beyond the case studies to reveal applicability to a larger issue?
4. Are the references appropriate for the argument being made? Were multiple perspectives (including counter perspectives) considered?
5. Overall, does the proposal meet the assignment criteria?

### Flash Presentation on Research = 10%

An in-class presentation of the research will be given before the paper is finished. This 13-15 minute presentation is worth 100 points or 10% of the course grade and must use no more than 10 slides.

1. Title
2. Background on disaster type

3. Summary of relevant readings
4. Your original research question
5. Background on the disaster you are considering (must not be one already covered in class)
6. Map showing location of disaster
7. Application of archaeology to that disaster
8. Expected results of that application
9. How results answer research question
10. So-what? takeaway - how is the conclusion generally applicable

**Paper on Disaster Archaeology = 20%**

Each student will choose one of four main topics to do their research project on. The choices are 1) environment as hazard using De León as primary background, 2) technology as hazard with Petryna and Schlanger as primary background, 3) surviving disaster with Dawdy as primary background, or 4) learning from disaster events with Gould as primary background. Within that context, students are free to choose a past or current disaster to apply the course's background material to, with the main argument being that disaster archaeology can teach us how to lessen the impact of future occurrences of that type of disaster. Each paper must have a minimum of 10 cited sources, 5 of those from the course readings and 5 from readings not included on the course syllabus. Each paper must be between 3,500 and 5,000 words in total and include at least one map and one other image. See paper format requirements for more details.

Paper outline:

Title

Abstract

Introduction to the disaster of your choice

Review of primary (5 course readings) background source for either environment, technology, surviving, or learning

Review of secondary background material (5 additional readings not assigned as part of the course)

Application of the primary and secondary material to the disaster of your choice

Anticipated results of that application (How would disaster archaeology help lessen the loss from future occurrences?)

Comparison of results to material from week 6 (Preparing for disaster)

The grading criteria for this paper will be as follows:

How well does this paper summarize the main ideas of the course? (20%)

How well does it go beyond the course content to address the future of disaster archaeology? (20%)

How well does it incorporate the course readings and the additional readings selected by the student to support the student's own ideas? (20%).

Is the paper original and free of plagiarism? (20%)

Is the paper well written with clear title, organization, section headings, and proper use of in-text citations and bibliographic style? (20%)

**Extra Credit = no more than 10%**

Opportunities for extra credit will be announced as they arise. Each student can apply up to 100 extra credit points to their course total. Be sure to take these opportunities as they come up. Extra credit will be awarded for up to 2 documented visits to the writing center to work on your final paper. The writing center closes before the paper is due so be sure to get an early start on the paper if you plan to take advantage of this extra credit opportunity.

## Written Assignment Formatting

### Word Counts

For assignments completed in this course, word counts include title and body text. Word counts do not include the reference list or figure captions or abstract. Abstracts have their own word count guidelines.

### Titles

The title of a written work reflects the thesis of that work. The title must be specific to the argument your paper will make, revealing both the topic covered and method, theory, and or case study being used to explore that topic.

If your paper does not have a title then you probably aren't sure what your thesis is.

If your paper title is vague then you probably aren't sure what your thesis is.

If your title would work for a murder mystery novel then it is a bad title for an academic paper.

### Abstracts

An abstract is a brief summary (150-200 words) of what a longer piece is attempting to argue. It should include a sentence for each of the following:

1. Problem to be addressed
2. Method you are using to assess the problem
3. Theory or perspective used to find the solution
4. Solution being proposed
5. Region(s) for which problem and solution are addressed
6. Applicability of this case to others and the wider problem

### Figures

All tables, charts, and images included within written work must have a numbered caption that explains the figure and what it represents. This caption is an abbreviated form of the description that appears within the text. Every figure must be cited within the text and cited in the order in which they appear. An example is below.

On the first day of the course I brought the students to the house and asked them to write down what they thought of it. Most students had never noticed the distinctive octagon-shaped building (Figure 1) that they walked past to arrive at our classroom.



Figure 1. The Octagon house on the campus of Heidelberg University, Tiffin, Ohio. Photograph by April M. Beisaw.

### Bibliography vs References or Works Cited

A reference list is **not** the same as a bibliography. A bibliography is a list of recommended readings. A reference list is a list of what you have **read** and **used** to make your argument. A reference list is the same as "works cited" because all references must be cited to show where and how they informed your research. **References are your evidence.**

### Referencing and Citing Sources

In this course, we will use the Society for American Archaeology's format for references and citations. The full style guide is available through this [link](#). Every source you cite must be in your reference list and every source in your reference list must be cited in your text.

The basic reference formats are below. Additional authors are listed First Name Last Name after the first author's Last Name, First Name entry. Reference lists are sorted alphabetically by that first author's last name. Two sources with the same authorship are sorted chronologically with the oldest first. There are two spaces before and after the date.

Last Name, First Name  
Date Article Title. *Journal Name* Volume(No):page-page.

Last Name, First Name  
Date *Title*. Publisher, Publisher City.

The city in which a book was published is always included. If the city is not well known, then a two letter abbreviation for the state or country is added after a comma to clarify the location of publication. Such as:

White, Tim D. and Pieter A. Folkens  
2005 *The Human Bone Manual*. Elsevier, Burlington, VT.

Some books include chapters written by different authors. When citing and referencing such works you must use the specific chapter title and author, not the book title and editor. Each chapter you use gets its own line in the reference list.

Last Name, First Name  
Date Chapter Title. In *Book Title*, edited by First Name Last Name, pp. page-page. Publisher, Publisher City.

Citations point a reader to your reference list so that they can find the same exact information in the source you used. Ask yourself “could I have made this statement without having read a specific work?”. If the answer is no, add a citation to that statement. Use author and date when the concept being pointed to occurs throughout the source. Specific page numbers are included in citations when the information being pointed to occurs only on a certain page of the source. The title of the source is never included in the citation. Examples of citations are below.

- Facial recognition is a forensic technique of last resort and is rarely used (Ubelaker 2008).
- “Social identities are deeply rooted in historical visions which are strongly defined along intersecting axes of race/ethnicity, class, and gender” (Reckner 2002:97).
- According to Beisaw (2016:12), citing sources is not fun, but it is necessary. This perspective helps to contextualize the suffering of her students.

#### Quoting and Paraphrasing Sources

When you use the exact words of someone else, you must put those words within quotes and cite the source. Direct quotes should be reserved for instances when the way the original author said something is the point of the quote.

- During ethnographic fieldwork with ghost hunters, Michelle Hanks recorded the thoughts of one ghost tourist: “you get to know a lot of history doing this. ...Certainly more than I learned at school” (Hanks 2015:130).

When using a direct quote that will take up more than 3 lines of your paper, you must set that quote off as a block quote using a space before and after the quote and a tab for each line. This makes it obvious when the bulk of your paper is relying heavily on the words of others. Block quotes are discouraged.

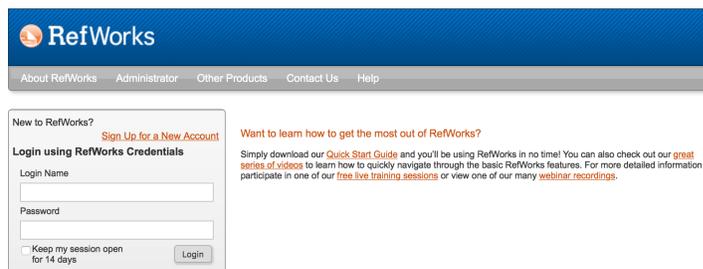
The majority of your citations should **not** be direct quotes. Instead you should paraphrase the words of others and restate them in a way that is applicable to the argument you are making. Those citations do not get direct quotes because it is the idea that matters, not the exact words used to convey that idea.

- Archaeology, once the stuff of exciting stories (Holtorf 2010), took on the unfathomable labels of “boring” and “tedious.”
- One archaeologist advocated storytelling as a way to enhance archaeological practice by presenting possible explanations along with much-needed imagination (Lewis 2000:7). Another archaeologist suggested that the fear of seeming unscientific has kept archaeologists from developing better ways of speaking to and writing for the public (Majewski 2000:18).

Whether or not a paraphrased citation gets a page number depends on whether the idea being cited occurred throughout the source (was the subject of the paper) or appeared in only one place in the source (may have been a tangential idea just touched on).

#### Generating Reference Lists With Refworks

All Vassar students have a free Refworks account that is accessible through the library home page. Use of Refworks can expedite the creation of bibliographies and reference lists but it will result in only a draft list that must be corrected by you.



Go to [library.vassar.edu](http://library.vassar.edu) -> My Accounts -> Refworks  
Create an account if you don't already have one

Go back to [library.vassar.edu](http://library.vassar.edu) -> Databases to do your searching

When you find sources to use for your paper choose Export -> Refworks

For peer-reviewed sources in sciences, social sciences, humanities try Scopus

For peer-reviewed anthropology & archaeology sources try Anthropology Plus, AnthroSource, and Annual Review of Anthropology

Go back to Refworks through [library.vassar.edu](http://library.vassar.edu) -> My Accounts -> Refworks

Select the sources you want to include in your paper's reference list

Put them all in one folder for handy access

Select Create Bibliography from lower right hand column menu

Decide if you want all in your folder or just selected references to be included

Click Manage Output Styles

Search for American Antiquity -> Click on it in results -> Click green arrow to move to your Favorites list

Close Manage Styles Window

Select American Antiquity in the Create A Bibliography window -> Create Bibliography

You now have a **draft** of your reference list that you need to check for accuracy

Check every capitalization and every punctuation for consistency

Delete any references that you don't end up citing in your paper

## Policies

### Academic Integrity

As a Vassar student, you have agreed to the academic integrity policy in "[Vassar College Regulations](#)." This includes:

1. Each student's work shall be the product of the student's own effort.
2. Each student shall give due and appropriate acknowledgement of the work of others when that work is incorporated into the writing of papers.
3. Unless otherwise directed, every student working in a laboratory is expected to make all necessary measurements, drawings, etc., independently, from his or her own observations of the material provided.
4. Collaboration in preparation of written work may take place only to the extent approved by the instructor.

Penalties for violating Vassar's academic integrity policy can be found in the same regulations document.

### Accessibility Accommodations

If you have a condition that requires special accommodations (speech or hearing problems, attention disorder, etc.) it is your responsibility to have that disability documented by the Office for Accessibility and Educational Opportunity and provide me with a copy of your AEO accommodation letter before accommodations are needed.

### Appointments

Students are welcome to drop in unannounced during office hours. This time is available on a first-come first-served basis. If you need to speak with me outside of those scheduled times, use the [Google Calendar link](#) on Moodle to schedule an appointment. Requests should be made at least 24 hours ahead of time. Make sure you have your Google Calendar set to Eastern Standard Time Zone.

### Assignment Submission

Unless otherwise indicated, all work is to be submitted electronically through Moodle or the course Wordpress blog. Files cannot be submitted through email or handed in on paper or electronic media. Work not submitted according to the assignment's instructions or by the assignment deadline will be subject to the Late Work Policy.

### Attendance

Class content and assigned readings are related but they are not the same. Therefore all students are expected to attend every class as well as complete every assignment. Some class meetings may take place in alternate locations and during alternate times. Attention to the course schedule is essential. Tardiness may result in a missed exercise. Accommodations for health-related issues require a health advisory from Health Services. Accommodations for personal issues require communication from the class Dean.

### Changes and Moodle

This syllabus is general outline of the course content. The professor reserves the right to deviate from this outline. All changes will be posted on Moodle. Therefore the content on Moodle is what students are expected to follow for successful completion of this course.

### Class Participation

This is an interactive course that requires full participation in order to meet the course objectives. Students who find it difficult to speak in class are expected to discuss course material with the instructor during office hours or by email. When course exercises take place outside of the classroom students are expected to maintain classroom behaviors: pay attention, stay with the group, and stay engaged. Unacceptable behaviors include listening to music, reading material not related to this course, and napping while being transported to a field site.

### Collaboration

Unless otherwise indicated, each student's work should be easily distinguishable from that of any other student in multiple ways. Don't share files. Do share ideas. Don't produce one result and turn it in with different names. Do work independently alongside one another. Don't rely on anyone else to get you through. Do be sure you can and do complete your own work. See Academic Integrity policy above.

### Late Work

Unless otherwise indicated, all late work will be penalized according to the following schedule: 10% for first 12 hours, 20% for second 12 hours, 50% for the third 12 hours. Beyond 36 hours past an assigned deadline, late work is only accepted when accompanied by a communication from Health Services or the Dean's office.

### Letters of Recommendation

Requests for letters of reference or recommendation must be made two weeks before the submission deadline for that letter. Before I consider a request, you must provide the following: 1) who the letter should be addressed to, 2) the submission deadline, 3) why you are applying for the position/funding, and 4) what you hope to get out of the experience/funding.

I am happy to write letters for students who go beyond the basic requirements of attending class and completing assignments. Before requesting a letter from any professor, consider how well the professor knows you as an individual. The best letters of recommendation tell stories about how students work independently or as part of a team, how they deal with adversity, what their goals and aspirations are, and what related strengths or weaknesses they have. If I don't know these things about you I cannot write a good letter.

### Office Hours

Students are welcome to drop in unannounced during office hours. This time is available on a first-come first-served basis.

### Textbooks

I do my best to keep the of textbooks under \$100/course. Students are expected to obtain a copy of each required textbook but are encouraged to explore cheaper options such as purchasing used or electronic copies or renting books. Anyone who elects to use an electronic version of a text should be able to bring an e-reader to class so that they have access to the textbook material for class discussion and exercises.

### Title IX Responsibilities

Please be aware all Vassar faculty members are "responsible employees," which means that if you tell me about a situation involving sexual harassment, sexual assault, relationship abuse, or stalking, I must share that information with the Title IX Coordinator. Although I have to make that notification, the Title IX office will only provide outreach by email. You will control how your case will be handled — you don't have to read or respond to the email, and it is completely up to you whether to pursue a formal complaint. Vassar's goal is to make sure you are aware of the range of options available to you and have access to resources you may need.

## Schedule

(~100 pages of reading per week)

- Week 1 Intro to Disaster Archaeology? (Disaster Recovery Exercise)  
Read Gould (2007) Introduction pgs 1-6, What is Disaster Archaeology pgs 7-35, On Trial pgs 36-49  
Lecture material includes crash course on archaeology method & theory
- Week 2 Training for Disaster Recovery (Guest lecture by Pleasant Valley Fire Chief - Jeff Hickman)  
Read Gould (2007) Rhode Island's Ordeal pgs 50-68, Ethnoarchaeology pgs 69-92, Training pgs 93-126, Realities pgs 192-212, In Their Own Words pgs 213-224  
Lecture material includes Ferlini (2007), Bernardi (2007), Moshenska (2008)
- Week 3 Bodies and Mass Graves (Guest lecture by Dutchess County Forensic Examiner - Bob Bready)  
Read Gould (2007) Lessons from Katyn & Vukovar pgs 147-167, Crossland (2009), Swenson (2003), Hodges (2011), Thompson (2013)
- Week 4 Cultural Disasters? Archaeology of the American Southwest  
Read Gould (2007) Cannibalism pgs 127-146, Nelson et al. (2012), Harrod and Martin (2014), Elson et al. (2007), van de Noort (2013)  
**Gould Book Reviews Due (10%)**  
Lecture material includes Samuels (2016)
- Week 5 Natural Disasters? Volcanoes and El Ninos (Guest Skype presentation on Puerto Rico archaeology - Antonio Curet)  
Read Torrence & Doleman (2010), Ryzewski & Cherry (2012), van Buren (2001), Gore (1984), Sandweiss & Quilter (2012)  
Lecture material includes Lowe (2012), Andrus et al. (2008), Gamble (2007), Sheets & Payson (2012) - how to write policy statements
- Week 6 Preparing for Disaster (Guest lecture by Dutchess County Emergency Management Coordinator - Bill Beale)  
Read Cooper (2012), Sandweiss & Quilter (2012), Rico (2014)  
**Policy Statement Due (20%)**  
Lecture material includes Dawdy (2010)
- Fall Break
- Week 7 No class meeting - CHAT conference  
Read De León (2015) Chapters 1-4
- Week 8 Environment as Hazard  
Read De León (2015) Chapters 7-11  
**De León Book Reviews Due (10%)**
- Week 9 Life & Death After Disaster (Guest lecture by Mid-Hudson Red Cross - Kelly Formoso/John Vale)  
Read Dawdy (2008), Dawdy (2016) - Chapters 1-3  
Lecture material includes research paper guidelines and research process
- Week 10 Life & Death After Disaster - Pt 2 (Skype conversation with Antonio Curet of the NMAI on Puerto Rico \*Tentative)  
Read Dawdy (2016) - Chapters 4-6  
**Dawdy Book Reviews Due (10%)**
- Week 11 No class - Thanksgiving
- Week 12 Technology as Hazard  
Read Petryna (2013) - How Did They Survive, Life Politics, Historical Light, Schlanger et al (2016)  
**Petryna & Schlanger Review Due (10%)**
- Week 13 **Flash Presentations of Research Paper Topics (10 minutes each) (10%)**
- Week 14 Individual paper meetings to be scheduled - **Paper proposals due (5%)**
- Finals Week **Research papers due (20%)** - 11pm on Sunday Dec 16