

DePauw University
Politics and Disaster
POLS 390B
M/W/F 10:10 AM – 11:10 AM
Room: PELR 103

Instructor: Jeffrey Payne
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Office Hours: M/W/F 11:15 AM – 12:45 PM; and by appointment
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In the fall of 2005, a massive tropical storm moved into the Gulf of Mexico, where the storm used the warm waters to strengthen into the powerful hurricane we call Katrina. Americans were left horrified by the legacy of this storm and shamed by our incapacity to help those living in the Gulf region. At the end of 2004, during the holiday season, an underwater earthquake in the Indian Ocean triggered a massive tsunami that killed hundreds of thousands of people in Southeast Asia, South Asia, and Africa. The world community was left helpless to assist those whose lives had been swept away. Beginning in 2004, the Western region of Sudan, called Darfur, became the scene of genocide. To this day, world leaders have turned their heads away, preferring to ignore the problem. These events share a common feature – they are disasters, either man-made or natural.

This course investigates how human beings restore political order and establish justice following the devastating events of a disaster. We shall discuss the legacies of the 2004 Asian Tsunami and Hurricane Katrina. Our conversations shall expand to include the genocides in Rwanda and Darfur, the Cultural Revolution in China, and refugees of the Iraq War. All of our inquiries into these events shall lead us to seek ways to heal the wounds of these events.

Goals: This course focuses on events that are not only horrible in their impact, but also tremendously emotive in their effect upon each individual. This class, by its very nature, will tackle subjects that are not primarily discussed in an academic venue; often disasters are talked about in terms of partisan politics. This class is not interested in such partisan discussions. Since this is a political SCIENCE course, we will be discussing theories of public administration, models of foreign aid, and conceptions of political order. I expect each student to not only be respectful of the course material but to also be civil to one another in the course of our classroom discussions. This course demands complicated things from students, such as: careful reflection on difficult theoretical material, a willingness to engage the issue of disaster as a political scientist, and careful consideration of how competing theories of political order rebuild from the destruction left by disaster.

Students should be able, after reading assignments and in-class discussion, to summarize the major ideas of rebuilding political order following disasters, how to heal the social

wounds left by disaster through political measures, and why some disaster wounds seem incapable of being healed. Upon completion of this course, each student should be able to engage, as both citizen and scholar, the issue of disaster in our contemporary world and realize the connection between politics and an individual's life.

Course Readings

Prunier, Gerard. 2007. *Darfur: the Ambiguous Genocide (Revised & Updated Edition)*. Cornell University Press.

Xiao Di, Zhu. 1999. *Thirty Years in a Red House: a Memoir of Childhood and Youth in Communist China*. University of Massachusetts Press.

This course requires only 2 books to be purchased by each student. Most readings assignments shall be found on our course's moodle page (moodle.depauw.edu).

Requirements:

It is vital that you read all assigned readings. **Come to each class prepared to discuss the readings.** Please be aware that many of the readings for this course will expose you to new information that may initially be very complicated to interpret. Thus, each student should take his or her time working through the readings and take regular notes outside of class. While lecturing is part of any classroom experience, I do not enjoy running my classroom as a lecture hall. Our discussions will be centered on the collective exchange of ideas and will not be an environment for individual declaration. Additionally, this course requires you to be familiar with world geography. I expect students to know where Rwanda, Chile, China, Thailand, Sri Lanka, and others lie on a map. If you are unfamiliar with world geography then consult an atlas!

Classroom Participation: 15%

Since we will often debate and discuss the issues of this course, all students must not fear to speak up in class. My role as professor is not to inform your worldview based upon my ideological associations or factual interpretations. The decision-maker in any classroom should be the student. Hence, I look forward to and expect your thoughts on the content presented in class. Many of the issues we shall turn our focus to have not been solved and thus, there exist many ways to interpret the data. Introduce your solutions to me and the rest of the class. To assist further in our discussions, please visit and post on our course's online blog (pols390bsp08.wordpress.depauw.edu). It not only provides you a way to converse outside of class, but also serves as a vital component of your participation grade. Each of you shall receive a username and password for the blog from a technology administrator – that username and password will allow you access to the blog.

I understand that for some of you the idea of public speaking is intimidating. First, do not hesitate to speak with me about the issue – in fact, come to me immediately about it. We will work on a replacement for your participation grade (several options include

regular meetings with me during office hours, consistent participation on the course blog, and short response papers).

Please remember that participation points cannot be awarded if you do not attend class. Thus, it is in your own best interests to always make a point of attending class. Three or more unexcused absences shall negatively impact your participation grade. Students shall be excused from class based upon university rules. Excused absences include personal illness, university-sponsored activities, and personal/family tragedy.

Short Essay: 10%

Students will write a 5-7 page paper individually. You can use appendices with graphs, photographs, and economic data, but this does not count towards the page requirement (5-7 pages of actual prose). Finally, you must have a bibliography/works cited page (footnoting format is a sufficient alternative) that includes at least 5 outside sources of an academic nature. **The essay is due on Friday, February 25th at the beginning of class!** Each student is to select a disaster that has occurred in the world (save those we discuss in class) and reveal what political repercussions emerged from that event (I leave the number of issues to you). Do not get bogged down in explaining all the nuances of the disaster and the socioeconomic/political intricacies of a location. This is a short essay and should succinctly introduce the location of the disaster, the disaster itself, and then spend most of its energy explaining the political results. For example – after Hurricane Katrina, one particular political issue that emerged was the importance of wetland protection. Many models revealed that had the natural wetlands of the Mississippi Delta remained, then Katrina would have been less severe when it reached the city of New Orleans and the levees may not have breached. The wetlands of the area, located in prime real estate locations, had become the focus of construction companies who built large single-family homes. Thus, environmental advocacy was one political result of Hurricane Katrina. We shall discuss the paper in more detail in class.

Midterm Project: 25%

Students will be assigned to groups of three or four for the midterm project. Each group will represent a government panel or citizen group given the task of finding ways to heal a political community following a disaster. The disasters presented to each group will parallel reality, but will not actually be true cases that have either occurred, or are occurring in our world. Your assignment is to work as a group is to define what political problems your community faces as a result of disaster, developing various plans to heal/solve the wounds inflicted upon your community, deciding upon the most efficient or best course of action, and prepare to formally recommend your decisions both in a paper and presentation. Each group is to create a 12-15 page report and a 10-15 minute presentation targeting the problem. Specific guidelines for the project will be distributed in class. Note – I want each group to remember that you are role-playing as political operatives or citizens of a community impacted by a disaster. Thus, your decisions should be of a practical importance for healing the wounds of your community. Further details shall be discussed in class and revealed in a handout. **The Midterm Project report is due on Monday, March 17th and presentations will begin on that day and continue throughout the week.**

Examination: 15%

On Friday, April 18th, we shall have an in-class examination. This examination will cover all material up to that point in the semester. The format will be as follows – a short answer component (students shall select three of seven questions to answer) worth 30% of the test score and an essay component (students shall select one of three questions to answer) worth 70% of the test score. We shall review for the examination on Wednesday, April 16th.

Final Paper: 35%

Students are to individually write an essay of 15-20 pages. Formatting guidelines shall remain the same as the short essay. I require that you use at least 8 outside academic sources for this paper, but all citations are welcome. **The final essay is due on Monday, May 12th by 11:30 AM!** I will accept no electronic copies of the final essay, but you are welcome to turn in the papers before the 12th. I further require that each of you meets with me at least once to discuss the final essay. You need to schedule a meeting with me during office hours or another time before Friday, April 25th. In these meetings, we shall discuss what specific paper topic you shall examine and work together to create a successful essay.

Grading Scale (I do not curve or modify grades):

93-100	A	Highest Caliber Work
90-92	A-	Outstanding Work
87-89	B+	Excellent Work
83-86	B	Good Work
80-82	B-	Fine Work
77-79	C+	Above Average Work
73-76	C	Average Work
70-72	C-	Below Average Work
67-69	D+	Very Below Average
63-66	D	Poor Work
60-62	D-	Near Failing
0-59	F	Failing

Note: The Academic Resource Center in 211 Harrison Hall has a plethora of resources for you to use. The Writing Center is included in the center and can help with all forms of writing. The Speaking and Listening Center is also located in the same location to assist you in any hesitations you have regarding public speaking. The center's resources are regularly busy, so plan your visit ahead of time.

Technology:

Our classroom, LIB LL, offers us the chance to use technology resources regularly in class. Our course blog shall be used as a resource in class and I will regularly be showing videos, articles, and images to assist in our classroom activities. I have no problem with any of you using laptops in our course, but if they become a distraction to participation I will ask you to put them away (thus stay engaged). On some occasions, I shall require you to bring your laptop (dates are marked on syllabus). I shall not be posting lecture notes on either the blog or our moodle page and therefore I expect each of you to take focused notes at your discretion.

Academic Integrity:

Cheating, plagiarism, submission of the work of others, etc. violates DePauw policy on academic integrity and may result in penalties ranging from a lowered grade to course failure or expulsion. The policy and discussion of each student's obligations and rights are in the Student Handbook. We can discuss any concerns you have regarding citations and academic integrity further during office hours.

Special Accommodations:

It is the policy and practice of DePauw University to make reasonable accommodations for students with properly documented disabilities. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow one week's notice. Otherwise, it is not guaranteed that the accommodation can be received on a timely basis.

Class Schedule (Subject to Modification)

Note: all readings not from assigned books shall be either found on moodle or online. All reading lists assigned the "various" category shall be organized accordingly on moodle

Week 1: Beginnings

Monday, January 28: First Day of Class; Introductions and Syllabus Review

Readings: None

Wednesday, January 30: the End of Optimism?

Readings: Eli Wiesel's "The Perils of Indifference"

(<http://www.americanrhetoric.com/speeches/ewieselperilsofindifference.html>); Havel's 1st Presidential Speech (moodle)

Friday, February 1: Defining Disaster

Readings: UN Disaster Terminology Guide (moodle); Shaluf article (moodle)

Week 2: Natural Disaster – The Shame of Katrina

Monday, February 4: The Storm

Readings: NOAA Report (moodle)

Wednesday, February 6: The Impact

Readings: Various Articles and Accounts (moodle)

Friday, February 8: The Legacy

Readings: FEMA and Various Articles (moodle)

Week 3: Natural Disaster – A Wave of Shock

Monday, February 11: The Wave

Readings: BBC

(http://news.bbc.co.uk/2/hi/in_depth/world/2004/asia_quake_disaster/default.stm)

Wednesday, February 13: The Impact

Readings: Various Articles

Friday, February 15: The Legacy

Readings: UN Recommendations and International Disaster Management Report (moodle)

Week 4: Famine – a Secret Disaster I

Monday, February 18: The Nature of the Problem

Readings: Investing in Development, Chapter 5 (moodle)

Wednesday, February 20:

Activity: A Politics towards Famine

Friday, February 22: Class Cancelled

Week 5: Famine – a Secret Disaster II

Monday, February 25: Short Essay Due!; Great Leap Forward I

Readings: Joseph article (moodle)

Wednesday, February 27: Great Leap Forward II

Readings: Account Packet (moodle)

Friday, February 29: An Imaginative Solution

Readings: Sen article (moodle)

Week 6: Genocide – Facing the Unimaginable

Monday, March 3: Facing Genocide

Readings: United States Holocaust Memorial Museum

(<http://www.ushmm.org/conscience/history/>); Account Packet (moodle)

Wednesday, March 5: Rwanda's Horror; World's Shame I

Readings: Hintjens' Article (moodle)

Friday, March 7: Rwanda II

Readings: Various websites

Week 7: Genocide – Surviving the Unimaginable

Monday, March 10: Darfur I; Never Again Rings Hollow

Readings: Prunier, Chapters 1 and 2

Wednesday, March 12: Darfur II

Readings: Prunier, Chapters 3 and 4

Friday, March 14: Darfur III

Readings: Prunier, Chapters 5 and 6

Week 8: Solving Crises – Midterm Projects

Monday, March 17: Midterm Project Reports Due!; Presentations

Wednesday, March 19: Presentations

Friday, March 21: Presentations

Week 9: Spring Break!

Saturday, March 22 – Sunday, March 30: Spring Recess

Week 10: Political Purges

Monday, March 31: China's Great Proletariat Cultural Revolution

Readings: Mao Articles (moodle)

Wednesday, April 2: Cultural Revolution II

Readings: Pye Article (moodle); Additional Resources

Friday, April 4: Cultural Revolution III

Readings: Zhu Chapters 1 and 2

Week 11: Political Purges

Monday, April 7: Cultural Revolution IV

Readings: Zhu, Chapters 3, 4, and 5

Wednesday, April 9: Cultural Revolution V

Readings: Zhu, Chapters 6, 7, and 8

Friday, April 11: A New Purge? Burmese Resistance

Readings: Various Articles (moodle)

Week 12: Modernization

Monday, April 14: Globalization as Disaster?

Readings: Sassen Article (moodle)

Wednesday, April 16: Test Review

Assignment: Bring laptops for questions

Friday, April 18: Examination!

Week 13: Modernization

Monday, April 21: Urbanization and Migration

Readings: Article Packet (moodle)

Wednesday, April 23: Resource Competition and Conflict

Readings: Article Packet (moodle)

Friday, April 25: Modernization as Political Tool?

Readings: Wei article (moodle); Pei article (moodle)

Week 14: Refugees – Iraq’s Hidden Legacy

Monday, April 28: The War in Iraq

Readings: Habermas, Kagan, others (moodle)

Wednesday, April 30: Iraqi vs. Iraqi

Readings: Survivor accounts and reports (moodle)

Friday, May 2: Hidden Millions

Readings: UN Report (<http://www.unhcr.org/iraq.html>)

Week 15: Conclusions

Monday, May 5: Deciding the Future – Our Class and Disaster

Assignment: Personal ideas or strategies for the future

Wednesday, May 7: Last Day of Class; Summation and Final Review

Monday, May 12: Final Essays due in my mailbox in Asbury 108 or at my office by 11:30 AM!!!