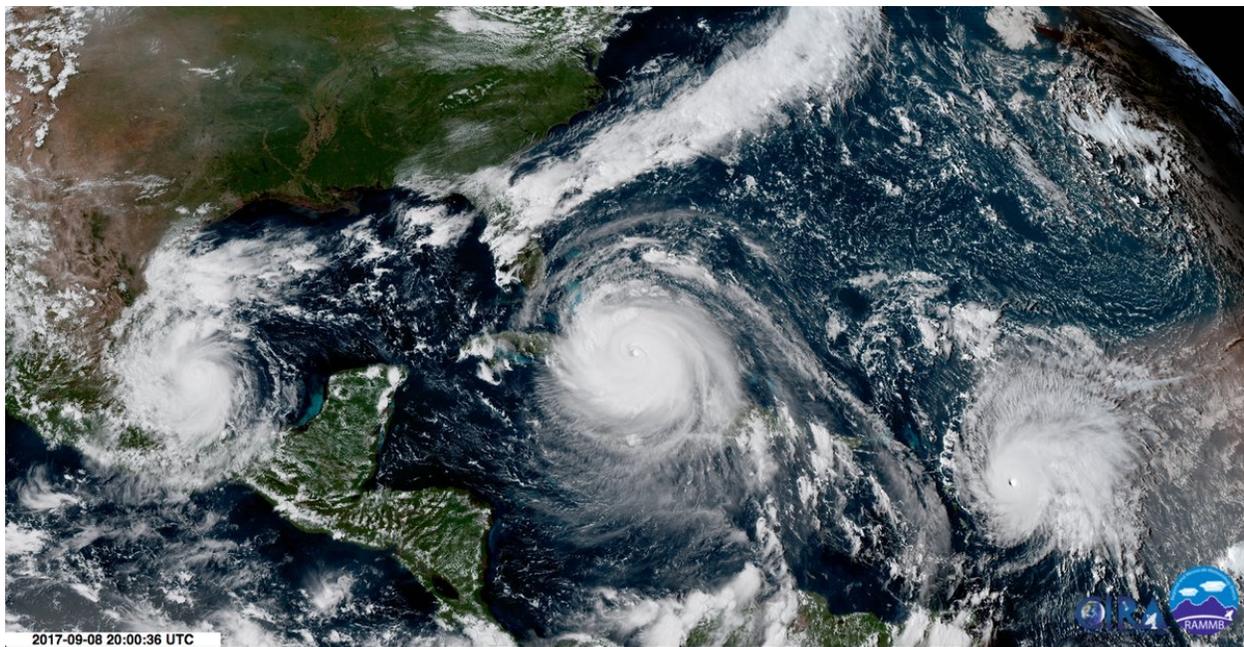


Accidents and Disasters in the U.S. and the World
512:235
Monday/Thursday 11:30-12:50
Frelinghuysen Hall B6, College Ave. Campus

Prof. Jamie Pietruska
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Office: Van Dyck 311
Office phone: 848.932.8544
Office hours: Mon 1-2 P.M., Thurs 1-3 P.M, or by appt.

This syllabus and all course material will be posted on Sakai:
<https://sakai.rutgers.edu/portal>



NOAA satellite image, September 8, 2017

Course Description

This course examines the histories of accidents and disasters in the United States and the world from the 17th to the 21st centuries, with particular emphasis on the 19th and 20th centuries. Although accidents and disasters are often understood as isolated, rare events, catastrophic events have been continuously important to the history of the United States, both at home and abroad, for the past four centuries. Through ongoing efforts to anticipate unforeseen dangers, develop new tools for risk management, build infrastructures for relief, expand the capacity of the state for disaster response, and remember victims, accidents and disasters have become increasingly central to everyday life in the United States.

The course will revolve around four sets of questions:

1.) To what extent are “natural” disasters, like hurricanes and floods, in fact “unnatural”—shaped by human decisions about markets and economic growth, science and technology, and

governance? Conversely, to what extent are the failures of human-built technological systems like nuclear reactors and electrical grids beyond human control?

2.) How can historians understand singular events—like the Great Chicago Fire (1871) and the San Francisco Earthquake (1906), and high-profile accidents like Chernobyl (1986) and the Space Shuttle *Challenger* explosion (1986)—in the broader contexts of political economy, state-building, capitalism, technoscience, society and culture, and media? How do disasters unfold in different timeframes, whether sudden and singular events like the Galveston Hurricane (1900) or long-term, infrastructural, “slow” disasters, like poverty, disease, and climate change? How do particular narratives of accidents and disasters become a usable past for policymakers, business interests, environmentalists, and other social groups?

3.) How has the social experience of disaster been historically differentiated along lines of race, class, gender, and region? How have disasters been imagined as spectacle in media and popular culture, and how has the lived experience of disaster preparedness become routinized in everyday life?

4.) Accidents and disasters obviously bring death and destruction, but how have they have also led to moments of creation and production, including new forms of governance, new opportunities for profit-making, artistic and cultural responses, and community-building? What is the historical relationship between disaster response and state-building within the United States and around the world? How have accidents and disasters produced new forms of knowledge and expertise in prediction, risk management, emergency preparedness, and public policy?

To study accidents and disasters, we will draw on topics and methods from environmental history, the history of science and technology, and the history of capitalism, as well as political, social, and cultural history. The course will explore the material and ecological dimensions of disaster alongside shifting cultural meanings of catastrophe.

Course Format

This is a combined lecture/discussion course with emphasis on discussion of primary sources. Each class session will combine a short lecture with discussion of the assigned primary sources, which will include documents, maps, visual art, film, and television clips. The success of our course will depend on your sustained scholarly engagement with the course material and each other, so please come to each session having completed all the reading and prepared to share your ideas, comments, and questions with each other. Reading assignments should be completed for the date on which they are listed. **Please always bring your readings with you to class in hard copy or digital format as we will often refer to specific passages during discussion. It is essential to take notes in some way as you read (e.g., underlining, highlighting, annotating, writing notes on a text’s main arguments and themes, writing down questions you would like to discuss, noting any confusing or seemingly contradictory aspects of the reading, etc.)**

SAS Core Learning Goals for Historical Analysis (HST)

- H. Understand the bases & development of human and societal endeavors across time and place.
- L. Employ historical reasoning to study human endeavors

Course Learning Goals

- Analyze the relationship between what have traditionally been considered “natural disasters” and human-induced accidents and disasters
- Analyze changing ideas and scientific knowledge about accidents and disasters from colonial America to the twenty-first century
- Analyze how experiences of accidents and disasters have historically been shaped by race, class, and gender
- Analyze the expanding role of the state and experts in disaster management from the nineteenth to the twentieth centuries
- Analyze (and differentiate between) primary and secondary sources
- Write analytically about multiple primary sources

Required Books

Arwen P. Mohun, *Risk: Negotiating Safety in American Society* (Johns Hopkins University Press, 2013), hardcover. ISBN: 9781421407906

Books are available for purchase at the Rutgers University Barnes & Noble Bookstore and online. Books are also on reserve at the Alexander Library. **Additional readings will be posted on Sakai.**

Assessment

- 15% Paper #1: 3-page analysis of primary sources on late 19th-century accident insurance
- 20% Midterm exam
- 25% Paper #2: 5-page analysis of primary sources on the Triangle Fire and Love Canal
- 20% Final exam
- 20% Citizenship and class participation (including leading class discussion once, in pairs)

Course Policies

Attendance

Students are expected to attend all sessions and to be active and thoughtful participants in class discussion. **More than three (3) unexcused absences (i.e., other than a documented illness, documented emergency, religious observance, or university-approved absence) will have an adverse effect on your grade. For each unexcused absence beyond the 3 allowed, your final course grade will be lowered by 2 percentage points.** For example, if you accumulate 5 unexcused absences during the semester and have a grade of 83%, your grade will be lowered to 79%. Please note that an excused absence means that you provide a note from a doctor, dean, or coach that explains your absence. **All absences, whether excused or unexcused, should be entered into the Rutgers University absence reporting website**

<https://sims.rutgers.edu/ssra/> , where you will indicate the date and reason for your absence. I will receive an automatic email from this system, so there is no need to send me a separate email regarding your attendance.

Citizenship

The Department of History's "Policy on Mutual Responsibilities and Classroom Etiquette" states, "Our commitments to a strong learning community are expressed in many ways. Respectful professors convey their commitment to the discipline of history and their desire to share its delights and challenges. They are well prepared for class, provide students with clear goals and expectations, listen carefully to student questions and comments, and conscientiously evaluate their students' work. Respectful students bring a strong work ethic to the history courses that they select. They expect to attend the scheduled classes, to be on time, to be prepared for class, and to be attentive during class. A shared respect for the discipline of history and for one another as teachers and students of history is essential to the academic integrity of our program. We must all do our part to maintain an environment of openness and civility that encourages and honors the intellectual achievement represented by the discipline of history."

<http://history.rutgers.edu/undergraduate/academic-policies/52-academics/undergraduate-program/108-policy-on-mutual-responsibilities-and-classroom-etiquette> (Accessed January 13, 2016.)

Each of you is a valuable member of our intellectual community this semester, and I trust that you will conduct yourselves accordingly. My goal is that our classroom will be a space for thoughtful, sustained, and respectful engagement with the course material and with each other. In order to achieve that goal, we will need to give each other and the material our undivided attention, which means that texting and online activity unrelated to the class are not permitted for any reason. **If I see you using a mobile phone during class, you will be marked "absent" for that day. Laptops and tablets may be used for note-taking and for accessing the assigned reading only.** I trust that you will make your best effort to contribute to our intellectual collaboration by arriving to class on time, participating in class discussions and activities, not distracting yourself or others during class, and not leaving class early (unless you have explained to me in advance why you must leave early). **Twenty percent of your course grade will be based on class participation and citizenship.**

Late submissions

Please note that late paper submissions will be penalized by half a letter grade (e.g., from B+ to B) for each day they are late, unless you have obtained a letter from a doctor or a dean explaining why you were unable to complete your work on time.

Grading scale

Individual assignments will be graded according to the following scale:
A (93-95%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-75%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), F (59% and below).

Final course grades will conform to University policy that uses "+" but not "-" grades: A (90% and above), B+ (85-89%), B (80-84%), C+ (75-79%), C (70-74%), D (60-69%), F (59% and below).

Your grades

Our Sakai grade book will be updated regularly throughout the semester, so please make sure to check your grades so that you know where you stand. If you would like to discuss your grades at any point, I am always happy to meet with you during office hours (but I do not discuss grades over email). There are no extra credit assignments in this course.

Academic Integrity

The foundation of this course and any scholarly endeavor is academic integrity. I fully expect that all students will adhere to principles of academic integrity in their work. **You are responsible for understanding the Rutgers policies regarding academic integrity, as outlined at <http://academicintegrity.rutgers.edu>. Ignorance of these policies or the consequences for violations is not an acceptable excuse.**

All written work must be a student's own original work. Collaboration on written work is not permitted. Any and all references to other sources within your own paper must be properly cited according to the bibliographic conventions of the Chicago Manual of Style, which is available at the Alexander Library and online at the Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/717/01/>

If you have any questions about quoting, paraphrasing, or referring to the work of others, please ask! It is better to be safe than sorry, better to have too many citations than not enough and thus run the risk of unintentional plagiarism.

Any and all violations of academic integrity in this course will result in the formal consequences and disciplinary action that are outlined in the Rutgers policy on academic integrity. I have a zero-tolerance policy for academic dishonesty and refer all violations directly to the Office of Student Conduct.

Contacting the Professor

I am available during office hours each week and by appointment. I check email regularly and will almost always respond within one business day. **In compliance with the Family Educational Rights and Privacy Act (FERPA), please use your Rutgers ScarletMail account (and not a personal email account) to communicate with me.** As the Rutgers University Ethics and Compliance webpage states, "All Rutgers University students, staff, and instructors are assigned a university managed email account to be utilized for purposes of official correspondence." <https://uec.rutgers.edu/programs/ferpa-student-privacy/for-faculty-and-staff/>

Please contact me with any questions or concerns as soon as they arise. I am always happy to help students with the course material and with their writing.

Students with Disabilities

Rutgers, the State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508, which mandate reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me

during the first week of the semester so that we can arrange accommodations. If you have not already done so, you will need to register with the Office of Disability Services, Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Ave., Suite A145. Phone: 848.445.6800 Online: <https://ods.rutgers.edu/>

Schedule

*The professor reserves the right to make changes to the schedule in the event of inclement weather or other unforeseen events.

Week 1

Thurs 18 Jan Introductions and course overview

Discussion: How to Think Historically About Accidents and Disasters

Recommended:

- Charles Perrow, *Normal Accidents: Living with High-Risk Technologies* (Princeton University Press, 1999 [1984]), pp. 3-12 [Sakai]
- Greg Bankoff, “No Such Thing as Natural Disasters,” *Harvard International Review*, August 23, 2010 <http://hir.harvard.edu/no-such-thing-as-natural-disasters/>
- Scott Gabriel Knowles, “Learning From Disaster? The History of Technology and the Future of Disaster Research,” *Technology and Culture* 55, no. 4 (2014): 773-784 <http://muse.jhu.edu.proxy.libraries.rutgers.edu/article/562831>
- Mohun, *Risk*, introduction

Week 2: Encountering Disaster in the New World

Mon 22 Jan Narrating Epidemics

- Miguel León-Portilla, *Broken Spears: The Aztec Account of the Conquest of Mexico* (Beacon Press, 2006), introduction, excerpts on plague (pp. 91-93) <https://quod-lib-umich-edu.proxy.libraries.rutgers.edu/cgi/t/text/text-idx?c=acls;idno=heb02772>
- Mohun, *Risk*, chap. 2 (“The Uncertainties of Disease”)

Thurs 25 Jan The Ways of Providence and the “Blessings of Disaster”

- Increase Mather, *Remarkable Providences: Illustrative of the Earlier Days of American Colonization* (Reeves & Turner, 1890 [1684]), chap. 10 (“Of Remarkable Tempests, etc., in New-England”) <https://archive.org/details/remarkableprovi01mathgoog>
- Mohun, *Risk*, chap. 1 (“Fire Is Everybody’s Problem”)

Week 3: Knowing Natural Hazards in Colonial and Early America

Mon 29 Jan Hurricanes and Empire in the Atlantic World

- Captain Langford’s Observations of his own Experience upon Hurricanes, and their Prognosticks,” *Philosophical Transactions of the Royal Society* 20 (1698): 407-416
- R. Bohun, *A Discourse Concerning the Origine and Properties of Wind, with an Historicall Accounts of Hurricanes, and Other Tempestuous Winds* (Oxford: W. Hall, 1671), pp. 255-292 <https://catalog.hathitrust.org/Record/010824485>

Thurs 1 Feb The New Madrid Earthquakes (1811-1812) and Disaster Science

- 4 eyewitness accounts of New Madrid Earthquakes from the University of Memphis Center for Earthquake Research and Information: Eliza Bryan's letter to Lorenzo Dow (1816); Dillard's Account in Foster (1869); Anonymous—from the *Lexington Reporter* (1812); Louis Bringier—Notes on the Geology and Minerology... (1821)
<http://www.memphis.edu/cei/compendium/eyewitness.php>

Week 4: The New Industrial-Accident Society

Mon 5 Feb Industrial Accidents and the Pricing of Injury

- Mark Twain, *Life on the Mississippi* (Harper & Brothers, 1901 [1874]), chap. 20 (“A Catastrophe”), chap. 37 (“The End of the ‘Gold Dust’”)
<https://www.gutenberg.org/files/245/245-h/245-h.htm#linkc37>
- Mohun, *Risk*, chap. 5 (“Railroads, or Why Risk in a System is Different”)

Thurs 8 Feb Constructing Narratives of the Great Chicago Fire (1871)

- “Account by an Eye-Witness,” *Harper's Weekly*, October 28, 1871
https://www.gilderlehrman.org/sites/default/files/inline-pdfs/01733_13.pdf
- Elias Colbert and Everett Chamberlin, *Chicago and the Great Conflagration* (Cincinnati and New York: C. F. Vent, 1872), pp. 201-235, 374-387, 445-453
<https://archive.org/details/chicagogreatconf00colb>

Week 5: Predicting Extreme Weather

Mon 12 Feb Weather Prophets and the Blizzard of 1888 [PAPER #1 DUE]

- “In a Blizzard's Grasp,” *New York Times*, March 13, 1888 [Sakai]
- “A Visit to the Prophet Who Predicted the 1888 Blizzard,” *New York Times*, July 16, 1916 [Sakai]
- A. W. Greely, “The Great Storm of March 11-14, 1888,” *National Geographic Magazine* 1, no. 1 (1888): 37-39 [Sakai]

Thurs 15 Feb American and Cuban Meteorological Infrastructures and the Galveston Hurricane (1900)

- Isaac Monroe Cline, *Storms, Floods, and Sunshine* (1945), chap. XVI (“Cyclone of September 5-10, 1900—The Galveston Hurricane”)
<https://books.google.com/books?isbn=1455612537>

Week 6: The Profits of Disaster

Mon 19 Feb Creative Destruction and the San Francisco Earthquake and Fire (1906)

- Kevin Rozario, “What Comes Down Must Go Up: Why Disasters Have Been Good for American Capitalism,” in *American Disasters*, ed. Steven Biel (NYU Press, 2001), pp. 72-102 [Sakai]
- Ted Steinberg, “Smoke and Mirrors: The San Francisco Earthquake and Seismic Denial,” in *American Disasters*, ed. Steven Biel (NYU Press, 2001), pp. 103-126 [Sakai]

Thurs 22 Feb Intimacies of Disaster

- James Hopper, “A Strange Elation” (pp. 109-111), Hugh Kwong Liang's story” (pp. 119-123), Mary Edith Griswold, “Three days adrift” (pp. 125-131), Louise Herrick

Wall, "The dignity of ruins" (pp. 201-204), Charles B. Sedgwick, "Sublime spectacle" (pp. 207-209), "As told by the children" (pp. 277-278), William James, "A 'subjective' view" (pp. 293-297), all from Malcolm E. Barker, ed. *Three Fearful Days: San Francisco Memoirs of the 1906 Earthquake and Fire* (San Francisco: Londonborn Publications, 1998) [Sakai]

- Rebecca Solnit, *A Paradise Built in Hell: The Extraordinary Communities that Arise in Disaster* (Penguin, 2009), pp. 13-33 [Sakai]

Week 7: The Allure of Disaster

Mon 26 Feb

- A. Berge, "Proposed Apparatus for a Fall of 1,000 Feet," *Scientific American*, February 21, 1891, p. 114 [Sakai]
- Frederic Thompson, "Amusing the Million," *Everybody's Magazine* 19 (September 1908): 378-87 [Sakai]
- Edward F. Tilyou, "Human Nature with the Brakes Off," *American Magazine* 94 (July 1922): 18-21 [Sakai]
- "Dangerous Entertainment," *Literary Digest*, July 29, 1922, p. 23 [Sakai]
- Mohun, *Risk*, chap. 10 ("Risk as Entertainment: Amusement Parks")

Thurs 1 Mar **MIDTERM EXAM**

Week 8: Disaster Expertise in the Progressive Era

Mon 5 Mar Investigating and Reforming the Factory

- Film: *Triangle Fire (American Experience)*, 60 min.
- *Report to the Legislature of the State of New York by the New York State Factory Investigating Commission* (1912)
<http://trianglefire.ilr.cornell.edu/primary/reports/LegislatureOfNYS.html>
- Recommendations of the Commission
<http://trianglefire.ilr.cornell.edu/primary/reports/RecommendationsOfTheCommission.html>
- Mohun, *Risk*, chap. 6 ("The Professionalization of Safety")

Thurs 8 Mar American Humanitarianism during World War I

- *America's Obligations in Belgian Relief: Address of Herbert C. Hoover, Chairman of the Commission for Relief in Belgium Before the Chamber of Commerce of the State of New York, February 1, 1917* <https://catalog.hathitrust.org/Record/006069711>
- Julia F. Irwin, "The Disaster of War: American Understandings of Catastrophe, Conflict, and Relief," *First World War Studies* 5 (2014): 17-28 [Sakai]

Week 9: Inequalities of Disaster Relief

Mon 19 Mar Engineering and Flood Control in the Boston Molasses Disaster (1919) and the Mississippi Flood (1927)

- Burtis S. Brown, "Details of the Failure of a 90-Foot Molasses Tank," *Engineering News-Record* 82, no. 20 (May 15, 1919), 974-76
<https://archive.org/stream/engineeringnewsr1919brow/scientificameric1919unse#page/974/mode/2up>

- Richard M. Mizelle, Jr., “Black Levee Camp Workers, the NAACP, and the Mississippi Flood Control Project, 1927-1933,” *Journal of African American History* 98, no.4 (2013): 511-530 [Sakai]

Thurs 22 Mar Disaster Relief and the New Deal Order

- Michelle Landis Dauber, *The Sympathetic State: Disaster Relief and the Origins of the American Welfare State* (University of Chicago Press, 2013), chap. 4 (“Crafting the Depression”) [Sakai]
- Film: Pare Lorentz, *The River* (1938), 31 min.

Week 10: The Rise of the Disaster-Security State

Mon 26 Mar Civil Defense

- Wilbur J. Cohen and Evelyn F. Boyer, “Federal Civil Defense Act of 1950: Summary and Legislative History,” *Social Security Bulletin*, April 1951, pp. 11-16
<https://www.ssa.gov/policy/docs/ssb/v14n4/v14n4p11.pdf>
- National Security Resources Board, *Survival Under Atomic Attack* (U.S. Government Printing Office, 1950)
<https://www.orau.org/ptp/Library/cdv/Survival%20Under%20Atomic%20Attack.pdf>
- Screening of *Duck and Cover* (1951), 9 min.

Thurs 29 Mar Cold War Disaster Research and Relief

- Scott Gabriel Knowles, *The Disaster Experts: Mastering Risk in Modern America* (University of Pennsylvania Press, 2011), ch. 5 (“What Is a Disaster?”) [Sakai]
- Federal Disaster Relief Act (1950) [Sakai]
- Julia F. Irwin, “Raging Rivers and Propaganda Weevils: Transnational Disaster Relief, Cold War Politics, and the 1954 Danube and Elbe Floods,” *Diplomatic History* (2015): 893-921 [Sakai]

Week 11: Nuclear Disasters, Fast and Slow

Mon 2 Apr Imagining Nuclear Annihilation

- Mark Monmonier, *Cartographies of Danger: Mapping Hazards in America* (University of Chicago Press, 1997), chap. 10 (“Nuclear Nightmares”) [Sakai]
- Screening and discussion of clips from *The Day After* (1983)

Thurs 5 Apr The Technopolitics of Meltdown

- The KGB’s Report on Explosion and Fire at Chernobyl Nuclear Power Plant, April 26, 1986, Wilson Center Digital Archive
<http://digitalarchive.wilsoncenter.org/document/121645>
- KGB’s Report on Options of Chernobyl Nuclear Disaster Elimination, May 4, 1986, Wilson Center Digital Archive
<http://digitalarchive.wilsoncenter.org/document/121647>
- KGB’s Report on Operational Disorder in Organizing Activities Aimed at Chernobyl Nuclear Disaster Elimination, Wilson Center Digital Archive
<http://digitalarchive.wilsoncenter.org/document/121649>
- Mikhail Gorbachev, Televised address on the Chernobyl Accident, Moscow, May 15, 1986 <https://www.youtube.com/watch?v=0k3wnXBE5S0>

- William A. Dorman and Daniel Hirsch, “The U.S. Media’s Slant,” *Bulletin of the Atomic Scientists* 42, no. 7 (1986): 54-56 [Sakai]

Week 12: Consumer Politics & Environmental Activism

Mon 9 Apr Car Crashes and “Body Rights”

- Ralph Nader, *Unsafe at Any Speed: The Designed-In Dangers of the American Automobile* (1965), preface [Sakai]
- Mohun, *Risk*, chaps. 8, 11 (“Negotiating Automobile Risk,” “Consumer Product Safety”)
- Screening of *The Corvair in Action* (1960), 6 min.
<https://archive.org/details/Corvair1960>

Thurs 12 Apr Environmental Racism and Environmental Justice

- National Library of Medicine, “Polychlorinated Biphenyls (PCBx),” *ToxTown*
http://www.toxtown.nlm.nih.gov/text_version/chemicals.php?id=25
- “Principles of Environmental Justice” from the First National People of Color Environmental Leadership Summit, October 24-27, 1991, Washington DC
<http://www.ejnet.org/ej/principles.html>
- Robert D. Bullard, “Anatomy of Environmental Racism and the Environmental Justice Movement,” in *Confronting Environmental Racism: Voices from the Grassroots*, ed. Robert D. Bullard (Boston: South End Press, 1993), pp. 15-40 [Sakai]

Week 13: NASA, FEMA, and Federal Disaster Management

Mon 16 Apr Systems Thinking and the Risks of Space Flight

- Ronald Reagan, Address on the Space Shuttle *Challenger*, January 28, 1986
<http://millercenter.org/president/reagan/speeches/speech-3413>
- “An Oral History of the Space Shuttle *Challenger* Disaster,” *Popular Mechanics*, January 28, 2016 <http://www.popularmechanics.com/space/a18616/an-oral-history-of-the-space-shuttle-challenger-disaster/>
- *Report to the President by the Presidential Commission on the Space Shuttle Challenger Accident* (June 1986), pp. 1, 40, 105, 149, 177-78, 198-201
https://spaceflight.nasa.gov/outreach/SignificantIncidents/assets/rogers_commission_report.pdf

Thurs 19 Apr Terrorism as Disaster

- Executive Summary and Introduction from Federal Emergency Management Agency, *World Trade Center Building Performance Study: Data Collection, Preliminary Observations, and Recommendations* (Washington, DC: Federal Insurance and Mitigation Administration, 2002)
https://www.fema.gov/media-library-data/20130726-1512-20490-7075/403_execsum.pdf
https://www.fema.gov/media-library-data/20130726-1512-20490-1698/403_ch1.pdf

Week 14: Unnatural Disasters in the Twenty-First Century

Mon 23 Apr Infrastructure, Racialized Space, and Hurricane Katrina (2005)

- Mia Bay, “Invisible Tethers: Transportation and Discrimination in the Age of Katrina,” in *Katrina’s Imprint: Race and Vulnerability in America*, ed. Keith Wailoo, Karen M. O’Neill, Jeffrey Dowd, and Roland Anglin (Rutgers University Press, 2010), pp. 21-33 [Sakai]
- John A. Powell, Hasan Kwame Jeffries, Daniel W. Newhart, and Eric Stiens, “Towards a Transformative View of Race: The Crisis and Opportunity of Katrina,” in *There is No Such Thing as a Natural Disaster: Race, Class, and Hurricane Katrina*, ed. Chester Hartman and Gregory D. Squires (Routledge, 2006), pp. 59-84 [Sakai]

Thurs 26 Apr Climate Change as Slow Disaster [**PAPER #2 DUE**]

- IPCC, *Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change*
http://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf
- Screening and discussion of *The Island President* (2011)

Week 15: Conclusions

Mon 30 Apr

- Naomi Klein, “Disaster Capitalism: The New Economy of Catastrophe,” *Harper’s Magazine*, October 2007 [Sakai]
- Rob Nixon, *Slow Violence and the Environmentalism of the Poor* (Harvard University Press, 2013), pp. 1-14 [Sakai]
- Charles Perrow, *The Next Catastrophe: Reducing Our Vulnerabilities to Natural, Industrial, and Terrorist Disasters* (Princeton University Press, 2011 [2007]), preface to the paperback edition [Sakai]
- Lee Clarke, *Worst Cases: Terror and Catastrophe in the Popular Imagination* (University of Chicago Press, 2006), chap. 6 (“Living and Dying in Worst Case Worlds”) [Sakai]

FINAL EXAM **Thursday, May 3rd, 8:00-11:00 A.M.**

Final exam schedules:

https://scheduling.rutgers.edu/sites/default/files/images/dcs/spring_2018_exam_schedule.pdf

Final exam policies: <https://scheduling.rutgers.edu/scheduling/exam-scheduling/final-exam-policies>