

**PHIL 330 Philosophy & Disaster** 4.00 cr.

PHILOSOPHICAL AND INTERACTIVE COURSE ON DISASTER PREPARATION, WITH CONTEMPORARY, HISTORICAL, AND CURRENT EVENT READINGS; STUDENTS MAY ALSO LEARN A NEW PRACTICAL SKILL.

Grading Options: Optional for all students  
 Instructor: Zack N Office: 239 Susan Campbell Hall  
 Phone: (541) 346-1547  
 Office Hours: 11-11:50 - TR during Fall 2014

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	CRN	Avail	Max Time		Day	Location	Instructor
Lecture	<a href="#">25930</a>	60	60	0800-0920	tr	101 LIB	Zack N
Associated Sections							
+ Dis	<a href="#">25931</a>	30	30	1200-1250	f	121 MCK	Eichler L <leichler@uoregon.edu>
+ Dis	<a href="#">25932</a>	30	30	1300-1350	f	121 MCK	Eichler L

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**Course Objectives**

- Acquire a familiarity with the main concepts in contemporary disaster scholarship.
- Contrast and compare practical with ethical considerations.
- Develop an understanding of how our disasters are now not natural but human-made and the implications of that.

**LEARNING OUTCOMES**

- ✓ Knowledge acquired of a new philosophical subject with contemporary applications.
- ✓ Exposition, Interpretation, and Criticism of the ideas of specific thinkers.
- ✓ Ability to contrast and compare different moral perspectives and issues of social justice.

**SYLLABUS**

*Please see Appendix to Syllabus for additional information on papers and course policies.*

**Aim and Purpose of the Course.**

Socrates said that we should practice dying. In the 20<sup>th</sup> century, Martin Heidegger and Jean-Paul Sartre stressed human mortality as a constant aspect of our existence. However, safety, and security and convenience in life were part of the original justifications of government for 17<sup>th</sup> century social contract theorists John Locke and Thomas Hobbes, and many philosophers have focused on how to develop the goods of life. Thus, philosophy gives us at least two major perspectives with which to approach loss in disaster: (1) We mortals are going to die anyway, so there is nothing special about

the risks of death in disaster (2) Death and destruction in disaster is something unusual that we should either protect ourselves from or be protected by government or other institutions that have the resources to coordinate large-scale disaster preparation, response, and recovery efforts.

After 9-11 the world seemed to become more dangerous, including visible threats from hurricanes, earthquakes, floods, chemical spills, fires and pandemics, as well as terrorism. Hurricane Katrina brought a new dimension, the inability of government to respond immediately to emergencies, which leaves an ill-prepared public on its own. The **aim** of this course is to philosophically develop a humanistic approach to disaster preparation and emergency response, from the standpoint of civilian individuals and communities. The **purpose** of this course is to introduce the new multi-disciplinary academic field of “Disaster Studies” and to improve the quality of life in emergencies—for students in the class, the UO community, the Eugene community, and beyond. The philosophical focus will be on the importance of individual choice, reflection and practical emergency preparation, *as well as the philosophical/theoretical background*, including current and proposed public policy.

**Students will critically consider thought and action concerning disaster---that is the philosophical/theoretical dimension. There is a second focus on developing practical skills and becoming knowledgeable about the realities of contemporary disasters.** There will be films, lectures, **readings**, discussion in both the main class and sections, and student contributions. **Academic work** will consist of required readings (almost all posted on Blackboard), three 3-page papers, a 4-5 page term paper class participation and attendance. **Practical work** will consist of (1) a personal disaster plan (required of all students) and optional participation in an individually chosen training or disaster preparation program.

### GRADE COMPONENTS

#### Academic

- Three 3 page (750-900 words) Papers — 45%
- Term paper 4-5 pages (1200-1500 words — 25%
- Class participation and Attendance to class and section — 20%
- 1-2 page description of your own personal disaster plan — 10%
- Presentation of outside project or personal disaster plan — 3% (extra credit)

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#### Practical

- ✓ (1) Development of your own disaster plans, in your situation. <http://www.ready.gov/>
- ✓ (2) Outside Project -- You may substitute a training program for the final paper and write a report of your experience instead of the final paper. You **do not need to complete the training project** by the end of the term, but you do need to have made a sincere and significant investment of time and energy in it to get full credit. 1 page description, with documentation of your enrollment is due **on Tuesday of Week V for this option.**

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Grading – Based on 100%, UO letter grading, as usual, e.g. C= 73-76, C+ = 77-79, B-= 80-82, B=83-86, B+=87-89, A-=90-92, A=93-96, A+=97-100 (-it's possible).

**Absences** - You are allowed 2 free absences from lecture, which do not require a written excuse or advance notification, unless you are missing a due date for a

paper, and, 2 free absences from section. Absences over these amounts require documentation to be excused. Otherwise, each unexcused absence from lecture or section will detract 2 points from your final grade.

## PAPERS

'A' papers need to be polished, with bibliographies, references to sources and clear development of arguments, statements of assumptions and reasons given for opinions. There should be no writing glitches. All papers need to be submitted in hardcopy. Drafts will not be accepted but both the GTF and the professor will answer email questions. Improvement over the 4 papers will be taken into account in computing final grades. Paper requirements: STAPLED PAGES with word count on top and your GTF's name, or electronic submission. Evidence of your reading in the form of endnotes or footnotes to pages in the assigned articles. Each paper is an answer to the question(s) posed on the syllabus. These papers are your main academic work in the course---there is no midterm or final exam. Please see full the paper writing guides in Appendix.

**Schedule:** readings, paper questions, projects, events, resources.

**All readings are to be done before the date for which they are assigned. Assigned readings are on BackBoard. All papers are due on the dates indicated at 12 PM in the lecture session.**

**On Reserve** N. Zack, *Ethics for Disaster*; Art Spiegelman, *In the Shadow of No Towers*

### Additional Sources

Information on personal disaster planning. <http://www.ready.gov/>

Ronald J. Daniels et al. *On Risk and Disaster: Lessons from Hurricane Katrina* (University of Pennsylvania Press, 2006.)

The 9/11 Commission Report, WW. Norton.

*Homeland Security Affairs Journal*, [www.hsaj.org](http://www.hsaj.org)

PHILOSOPHY OF RISK NEWSLETTER vol. 8, no. 1, March 2007

PhilRiskNews: <http://www.infra.kth.se/phil/riskpage>

### Practical Resources

Guides to surviving in rural areas with very little equipment. *US Army Survival Manual*; Garth Hattingh, *Outdoor Survival*.

Emergency Preparation: Ted Wright, *Wright's Complete Disaster Survival Manual*; Catherine Stuart, *Simply Essential Disaster Preparation Kit*; Doug King, *Emergency Disaster Survival Guidebook*.

*Homeland Security Affairs Journal*, [www.hsaj.org](http://www.hsaj.org)

Emergency and disaster response in Eugene: Use search engine at [www.eugene-or.gov](http://www.eugene-or.gov);

UO campus emergency information. *Emergency Procedures Manual* at [safetyweb.uoregon.edu/procedures/](http://safetyweb.uoregon.edu/procedures/) and progress of the Oregon Natural Hazards Workgroup (OHHW) in developing a Disaster Resistant University mitigation plan for the UO (see UO website for updates). On public health threats and responses see also Centers for Disease Control and Prevention at [www.cdc.gov/](http://www.cdc.gov/)

A comprehensive list, with sublists of emergency equipment can be found at: [www.homedefensenews.com/basicneeds4.html](http://www.homedefensenews.com/basicneeds4.html). (Supplies such as first aid kits, duct tape, plastic sheeting can be found inexpensively at Walmart, BI-Mart or other chain stores. More specialized equipment, some less expensive can be found at Saunderson Safety Supply Company, 850 Congers St. Eugene or ordered on-line at [www.safetyservicesinc.com](http://www.safetyservicesinc.com) )

Training Programs: Eugene CERT, Red Cross, FEMA, Volunteer Programs at local hospitals

Readiness website: <http://www.whatsyourrq.org/index.html>

## ABOUT SECTIONS

**Sections for Weeks I-III** will be devoted to the following films or excerpts thereof or other selections: “Hurricane Katrina,” “Inside 9/11,” “An Inconvenient Truth,” “Spike Lee’s When the Levees Broke.” Other videos may be shown in part, or in addition to this material. There will be no discussion in section of lecture class material or paper no. 1, for Weeks I-III. **Beginning Week IV**, sections will be devoted to material covered in lecture.

Be prepared to discuss the content you’ve viewed, in class, beginning with week II and throughout the term.

**Assigned material by WEEK, In addition, as events occur, brief descriptions of current disasters will be discussed in class and short readings/summaries will be posted on BB. If you want to comment on something in the news or have video or other material to share, please feel encouraged to do that.**

### WEEK I - Introduction

**Tues.** What is a Disaster? Physical definitions, historical consequences, meaning of disaster. Discussion of course contents and requirements and of ‘Disaster Briefs’ (see end of this syllabus); Discussion of optional project. This project will require documented enrollment in something like: CERT (Citizens Emergency Response Training), CPR, First Aid, an Emergency Communications Program, a Campus Preparedness Program.)

**Thurs.** Historical Perspectives on Disaster; **Reading: Dyne**, “The Dialogue Between Voltaire and Rousseau on the Lisbon Earthquake.”

Apply what you know about the recent Ebola outbreak and Typhoon Haiyan/Yolanda in the Philippines, Nov. 2013.

## Disaster and Risk

### Week II

**Tues. Reading:** Japan’s 3/11 and Vaneuville et al. “Flood Risk Management and Flood Disaster Management.” (BB).

**Thurs. Reading:** Marc K. Landy, “*Climate Adaptation and Federal Megadisaster Policy: Lessons from Katrina* February 2010.” Also see source website, [http://www.rff.org/centers/climate\\_and\\_electricity\\_policy/Pages/Climate-Adaptation-Resource-Library.aspx](http://www.rff.org/centers/climate_and_electricity_policy/Pages/Climate-Adaptation-Resource-Library.aspx)

**Week III – Reading:** E.L. Quarantelli, (BB) from *What is Disaster?*

## **Conflict and Human Security**

### **Week IV**

Tues. Discussion of recent disasters in light of readings and discussion of Weeks I-III, and new material TBA.

- **Due: Paper no. 1.** With reference to the films shown in class and your readings in the course thus far, write an essay explaining the difference between the facts and the meaning of disaster.

- **Due: 1 page description of your personal disaster preparation plan.**

**Reading:** UN Idea of Human Security (BB)

Thurs. **Reading.** “The Human Security Report, Part III. (BB) For other parts of the report see <http://www.hsrgroup.org/human-security-reports/20092010/text.aspx>

## **Poverty and Vulnerable Populations in Disaster**

### **WEEK V**

Tues. **Due, one-page description and documentation of your practical option if you are going to substitute report of a training for your final paper.**

Tues. The capitalist-critique: **Reading:** Marx and Engel’s, *Communist Manifesto* (BB)  
Naomi Klein on Disaster Capitalism (BB); HelpJet (BB)

Thurs. **Reading:** N. Zack, “Violence, Poverty, and Disaster.” (BB)

## **Normative Approaches to Disaster- Law and Morality**

### **Week VI**

Tues. **Paper no. 2 due. With reference to the Human Security Paradigm and issues of vulnerability, explain how all are not equal in disaster.**

**Reading:** Fuller, “The Spelucean Explorers.” (BB); Zack, *Ethics for Disaster*, chap 5. Public Policy, pp. 87-105 (BB)

Thurs. **Reading.** Farber and Chen, *Disasters and the Law*, “Federalism: The Constitutional and Statutory Framework.” pp. 19-52 (BB)/Reserve

## **ETHICS**

### **Week VII**

Tues. **Reading:** Deontology and Utilitarianism (BB)

Thurs. **Reading:** “CDC Avian Flu Pandemic Guidelines.” (BB)

**Week VIII**

Tues. **Reading:** Baker and Strousberg, “Triage and Equality (BB)

**Thurs. Reading:** Bellavita, “Waiting for Homeland Security Theory” and discussion of final paper (BB)

**Week IX**

Tues. **Paper no. 3 Drawing on what you have read about disaster ethics so far, write an essay in response (for or against, with reasons) to this claim:**

**“Human Security is an Ethical Issue.”**

Reading The Precautionary Principle (BB) and N. Zack, “Ethics of Disaster Planning” (BB)

Thurs. Student presentations of practical projects or guest speaker **TBA**

**Conclusion****WEEK X**

Tues and Thurs. Student presentations of practical projects, or, guest speaker, or additional reading posted on BB: **TBA**

Thurs. Summary and Final Paper Prompt. Note: You will need to be present to benefit from this discussion. Individual prompts will not be given, because it’s not fair to the other students.

**8AM Tuesday Week 11. March 18, 2015. Paper no. 4/Term Paper due. First, provide a brief interpretation of Bellavita’s thesis and conclusions and then explain how it applies to disaster ethics. Second, with reference to readings, especially Farber and Chen on government structures, viewings, and discussion in earlier parts of the course, explain why you agree or disagree with his views as you’ve interpreted them.**

**Or**

**Report on your practical project: What you learned, why is important, what assumptions were behind how you were trained/taught?**

**Disaster Briefs**

Disasters have factual statistics, noteworthy consequences, meanings, and historical importance. In making a record for further study and discussion, for any given disaster, the following should be recorded.

**Facts:** Date and time, place, number of deaths, injuries and property destruction, size and source of aid; Recovery time, changes in public policy, changes in preparation for future disaster.

**Noteworthy Consequences:** changes in attitude, new realizations, influences on future planning.

**Meanings** Why was the disaster culturally important? Did it change a world view?

**Historical importance** What happened that had never happened before? Why was it important? What changes resulted?

## APPENDIX

### Disability

Philosophy Department faculty and instructors do their best to comply with Disability Services policy and instructions, as follows. Please see no. 4 in particular.

At a minimum, Instructors have the responsibility to ensure Full access for students with disabilities by responding to a student's need or request for accommodations as outlined below.

1. **If a student presents you with a notification letter from DS:**
2. You have the responsibility to cooperate with DS in providing authorized accommodations in a reasonable and timely manner. The specific accommodation determines the amount of involvement required. Refer to the section below entitled "Examples of Shared Responsibility" for a description of your involvement in providing the most common accommodations.
3. **If a student does not present you with a notification letter from DS:**
4. If a student requests an accommodation without having presented you with the notification letter from DS, please refer the student to DS. If the student is already on file with DS, a request form just needs to be filled out. If the student is new to DS, the process to review documentation and meet with the student may take some time. If the disability is obvious and the accommodation appears appropriate, you may need to provide the accommodation while awaiting official notification. If you are unsure, please call DS for assistance.
5. **If a student discloses a disability to you:**
6. Ask to see the notification letter from DS. This letter describes the accommodations that the institution is legally mandated to provide. During an office hour or at another convenient time, discuss the letter and the accommodations with the student. Students **MUST** present a notification letter from DS to receive testing accommodations. If the student does not have a letter, please refer the student to DS. Appropriate accommodations will be determined after reviewing documentation of the disability and the student will be issued the notification letter.
7. **If you have a question about the appropriateness of an accommodation:**
8. Questions about the appropriateness of certain accommodations should be directed to the Director of DS.
9. *If a disability is suspected:*

Share your concerns with the student regarding his or her performance. If the concern seems disability-related, ask if he or she has ever received assistance for a disability. If it seems appropriate, refer the student to DS for further discussion and guidance. It is the student's decision whether or not to self-identify to DS; however, to receive accommodations, disclosure to DS with proper documentation is required

### GRADES: U of O Philosophy Department Policy

**What** kind of paper deserves an "A," "B," etc.? The following reflects the general standards of the Philosophy Department at the University of Oregon.

**A** = excellent. No mistakes, well-written, and distinctive in some way or other.

**B** = good. No significant mistakes, well-written, but not distinctive in any way.

**C** = OK. Some errors, but a basic grasp of the material.

**D** = poor. Several errors. A tenuous grasp of the material.

**F** = failing. Problematic on all fronts indicating either no real grasp of the material or a complete lack of effort.

Please note: what counts as "excellent" or "OK," for example, depends in part upon the nature and level of the class in question.

**Discussion** forms an integral part of the course, and your performance will be graded on the basis of the quantity and quality of your participation. You should arrive prepared to discuss the material and course assignments.

### **Academic Honesty**

The stiffest punishments possible will be sought for those who plagiarize, fabricate, or cheat. (The usual punishment is an "F" for the course.) The following offers examples of academic dishonesty.

**Plagiarism** Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

*A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:*

1. one quotes another person's actual words or replicates all or part of another's product;
2. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. one borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

### **Fabrication**

Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive.

Examples include, but are not limited to:

1. citing information not taken from the source indicated;
2. listing sources in a reference not used in the academic exercise;
3. inventing data or source information for research or other academic exercises.

### **Cheating**

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise.

Examples include, but are not limited to:

1. copying from another student's paper, computer program, project, product, or performance;
2. collaborating without authority or allowing another student to copy one's work in a test situation;
3. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor;
4. writing a paper for someone else or permitting someone else to take a test for you.



## HOW TO WRITE GOOD PHILOSOPHY PAPERS

Note: When you get your papers back, there will be comments. The letters in parentheses indicate what aspect of your writing might need improvement and you may see them the second or third time this aspect still needs work. **If you are disappointed in your grade, please see your GTF. If after meeting with your GTF, you still do not understand how to improve your grade, please meet with the course professor.**

1. CLARITY (CL) Since this is a philosophy paper, make sure that you define your terms and give reasons for claims. All of your ideas should be explicitly stated and not left to the reader to infer. One difference between philosophy and literature is that philosophers spell everything out, while creative writers depend on the imagination of the reader.

2. PRECISION (P) Try not to make vague claims or general statements about the ideas in the readings. Be accurate in reporting the views of others and exact in stating your own.

3. ORGANIZATION (O) Organize the ideas in the paper into a few coherent paragraphs. Summarize the main claims of your paper in 2 or 3 sentences that you write *after* you write the paper, but put at the very beginning of the paper. This is an appropriate introductory paragraph for a philosophy paper, not a filler or a fluffy beginning.

3. WRITING MECHANICS (WR) The mechanics include spelling, punctuation, syntax and complete sentence structure. Make sure that you already have these down or consult a source if you don't. Highly recommended is Strunk and White's *The Elements of Style*. This is available on line at [www.bartleby.com/141/](http://www.bartleby.com/141/)

4. ANALYSIS (A) Analyze claims. This means breaking your ideas down into their simpler components, and defining them. Do not start with or rely on dictionary definitions, but use your own words and cite the dictionary only if necessary. Dictionary definitions report usage, whereas a philosophical definition may be critical of current usage or find it vague. Examine the logical consequences of your claims and the claims of others.

5. CITATION (C) Cite the required readings this way in your text: (author's last name, page no.) As well, provide a list of citations at the end of the paper. It is important to do this to show you have done the required reading and are not just recycling notes from class or discussion group lectures. If you do use material from lecture, please make sure to cite that as well.

6. QUOTATIONS (Q) Quotations should be used to illustrate a claim that you are making about an author. They are not a substitute for explaining the author's thought in your own words. A good strategy is to state the author's ideas in your own words first and then "prove" your interpretation with a short quote.

7. DIRECT (D) Be direct. Make sure that you give a direct and focused answer to the question for the paper. This is the most important requirement for papers to reach the B and A range.