



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Earth and Space Exploration Department College of Liberal Arts and Sciences
Subject GLG Number 110 Title Dangerous World Units: 3.0
Is this a cross-listed course? No
Is this a shared course? Yes If so, list all academic units offering this course see below

Offered by: The School of Earth and Space Exploration, CLAS, Tempe Campus; Math and Natural Sciences Division, ASU West

Requested designation: Global Awareness-G

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Becca Dial Phone 480-965-2213
Mail code 6004 E-mail: bdial@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Hilairy Hartnet Date: 3/23/15

Hilairy Ellen Hartnett

Digitally signed by Hilairy Hartnett
DN: cn=Hilairy Hartnett, o, ou,
email=h.hartnett@asu.edu, c=US
Date: 2015.04.02 16:58:55 -07'00'



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	1. Written description; 2. textbook table of contents; 3. course schedule
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	1. Written description; 2. textbook table of contents; 3. course schedule

Course Prefix	Number	Title	Designation
GLG	110	Dangerous World (Geologic Disasters)	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>The course is composed of subject matter that leads to an understanding of the contemporary world outside the US. In particular, we address issues related to the fact that, due to increasing population density, especially in some parts of the world, and the emergence of the global marketplace, natural disasters are now more likely than ever to have large death tolls and impact the global economy. Unfortunately, risk from natural hazards is increasing at an alarming rate in many places around the world, including the US, Western Europe, New Zealand, the Philippines, the islands of the Caribbean, Central and South America, and Indonesia.</p>	<p>In Unit 3, we examine the effects that the Eyjafjallajökull (Iceland) eruption in 2010 had on European air traffic and global commerce. Also in Unit 3, we explore the effects of climate change on the South Pacific Island of Tavalu.</p>
<p>2d: The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue.</p>	<p>The course meets the requirements for Global Awareness designation because it, in a non-US-centered manner, addresses the global scope of impacts associated with natural disasters and the role that cultural and socio-economic factors play in controlling those impacts.</p>	<p>Unit 2 (Chapter 4, tsunami), teaches the students about the physical processes that generate and control tsunami, as well as looks at the impacts of tsunami on different human populations. In particular, the lectures and case studies compare the effects of the 2011 Tohoku tsunami on the Japanese economy with the impact of the 2004 Boxing Day tsunami in Indonesia. We use similar comparisons for every</p>

		chapter/disaster.

Dangerous World (Geologic Disasters) GLG110 – When the violent energy of the earth is unleashed, the results can be catastrophic and far-reaching. As seen during the famously deadly and costly earthquakes and tsunamis of 2004 and 2011, the risks to life, property, global commerce, and infrastructure are escalating as more and more people live, work, play, and travel in geologically-active, hazard-prone regions. Natural disasters are now more likely than ever to have large death tolls and impact the global economy, due to increasing population density, especially in some parts of the world, and the emergence of the global marketplace. Unfortunately, risk from natural hazards is increasing at an alarming rate in many places around the world, including the US, Western Europe, New Zealand, the Philippines, the islands of the Caribbean, Central and South America, and Indonesia. These issues are addressed and discussed in GLG110, from both scientific and human perspective.

The course meets the requirements for Global Awareness designation because it, in a non-US-centered manner, addresses the global scope of impacts associated with natural disasters and the role that cultural and socio-economic factors play in controlling those impacts. The value of the scientific approach and an understanding of the underlying physical processes are inculcated in a discovery-oriented manner. In particular, significant time is dedicated to discussing the differences among nations in terms of resiliency to natural disasters and likelihood of suffering fatalities and economic losses.

Course Catalog Description for GLG110

Geological studies as they apply to interactions between humans and Earth. Includes geological processes and hazards, resources, and global change.

GLG110: Geologic Disasters and the Environment (online)
Spring 2015 B

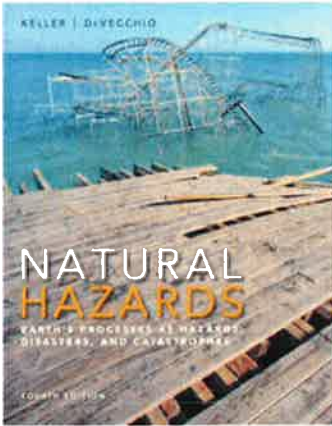
Professor Amanda Clarke
Email Clarke.glg110@asu.edu

*****Email is the best way to reach me and get a quick response! If further discussion is required, we can arrange a chat on BlackBoard or Skype.

Teaching Assistants Brett Carr - brett.carr@asu.edu
Chelsea Allison - cmalliso@asu.edu

Textbook: Natural Hazards: Earth's Processes as Hazards, Disasters, and Catastrophes, 4/E

Edward A. Keller, *University of California, Santa Barbara*
Duane E. DeVecchio, *Arizona State University*
ISBN-10: 0321939964 • ISBN-13: 9780321939968



Note about textbook – This is a relatively new textbook for this course. Material from the lectures is of the greatest importance, with the textbook serving to enhance your understanding through case studies. Material from assigned reading sections, however, may appear in exams, so please keep up with the assigned reading!

Course description: Geological studies as they apply to interactions between humans and Earth. Includes geological processes and hazards, resources, and global change.

Natural Sciences General Studies: Both GLG 110 and GLG 111 must be taken to secure Natural Sciences General Studies (SG credit--These laboratory courses cover aspects of scientific inquiry that lend themselves to more qualitative or descriptive discussions of science).

Computer Requirements

This is an online course taught through BlackBoard and therefore this course requires that you have access to a computer that can access the internet and that you know how to use BlackBoard. Do not use a smartphone for viewing class material or completing assignments! It is assumed you have suitable hardware, software, internet connectivity, and know how to administer your machine. You are responsible for having a reliable computer and internet connection throughout each assignment in the course.

You will need to have access to at least the following software packages:

1. A web browser (Internet Explorer, Mozilla Firefox, or Apple Safari or Google Chrome.)
To see if the browser you are currently using is supported by BlackBoard, refer to this link:
<http://kb.BlackBoard.com/pages/viewpage.action?pageId=38830689>
2. Software (integrated with your browser) that can play .mp4 files.
3. Adobe Acrobat Reader (free) or other application that can open a PDF file.
4. Adobe Flash Player (free)

Technical Assistance

You are responsible for understanding how to use BlackBoard and for ensuring that the course content displays correctly within your browser. For technical assistance with obtaining, downloading, and installing the latest updates for the software packages mentioned above or for help with BlackBoard (i.e., you do not know how to take an exam in BlackBoard or you cannot see an image, etc.), ASU offers the following resources (24 hours per day/ 7 days per week) to all users: **ASU Helpdesk**: *online* support: <http://asu.edu/helpdesk> or by *phone*: 855-278-5080.

Minimum Course Requirements

1. Read assigned text chapters
2. View video lectures and re-view lecture notes **ONLINE**
3. Complete select end of chapter case study questions
4. Three **ONLINE** topical exams
5. Final cumulative exam **ONLINE**

As stated above, questions on exams, quizzes and assignments will generally come from lectures (including guest lectures!) and the book, unless otherwise stated.

GRADING

1. **On-line Exams: 2 x 100 = 200 total points (LOWEST EXAM IS DROPPED AUTOMATICALLY)**
2. **On-line end-of-chapter case study questions = 60 total points**
3. **Final Cumulative Exam - 200 points**

A + 100% or above	C + 75 - 79%
A 95 - 99%	C 70 - 74%
A - 90 - 94%	C - 65 - 69%
B+ 87 - 89%	D 55 - 64%
B 83 - 86%	F under 55%
B - 80 - 82%	

Exams

The final is comprehensive for the whole course, is worth 200 points, and is required. We will drop the lowest score of your three 100-point unit exams, therefore, there will be no makeup exams. A zero from a missed online exam will simply be dropped. If you have a particular emergency that requires you to miss an exam, please provide an official excuse and we will work out a reasonable solution. [If the exam freezes while you are taking it, contact me immediately by email and we will investigate in order to come to a swift solution.] To ensure credit for completing the exam, refer to the "Taking Exams in BlackBoard" section of the end of this syllabus.

Study Guides

Study guides will be posted in advance of each exam. These will contain information you should know from the book and lectures.

Conduct

Academic misconduct and academic dishonesty will not be tolerated. Refer to Student Affairs for details.

Advice for online students

- 1) Take the time to review the syllabus and course schedule. View the introductory video. If initially you cannot view the required files, a simple change of browser and/or installation/update of software may solve the problem. See **Computer Requirements** above.
- 2) View the lecture videos in a timely fashion; pay attention to the course schedule, as it may be updated periodically.
- 3) Review lecture notes regularly. I will post them as pdf files, along with the video lecture. I recommend annotating them while viewing the videos, as not all required content will be written in the notes. Lecture pdfs will remain available for the duration of the course.
- 4) Send questions to me via by email – **Clarke.glg110@asu.edu**.

Taking Exams in BlackBoard:

IMPORTANT: Do not rely on a wireless connection when taking tests (including coffeehouses and even your home) since problems can occur at any time and your test might "lock" or 'freeze' *without completion*. This can significantly affect your performance and grade. Always take tests at a "wired" computer, preferably in a quiet and private location. Here are some other tips for taking online tests in BlackBoard:

Other applications

- * DO close other applications before taking the test (including chat programs).
- * DO close all windows on the computer and then launch a new window to login to BlackBoard and the exam.

Web browser

- * Do NOT click the "Refresh" or "Reload" buttons in your browser while taking the test.
- * Do NOT use any of the browser navigation buttons (i.e. "Back", "Forward", "Home", etc.) during the test.

BlackBoard

- * Do NOT navigate to other locations or applications **in** BlackBoard after the test opens or the assessment will "lock".
- * Do NOT open other browser windows or applications while taking a test.
- * Do NOT click on buttons in the BlackBoard navigation while taking a test.
- * DO be sure the "Save Answer" and "Save and Submit" buttons are **available** (do NOT click yet!) at the bottom of the page after you open the test.
- * Do NOT click "Save and Submit" until you have **completed** the exam.
- * If you are only able to answer one question at a time (questions present themselves on separate pages), make sure you only **single**-click the "Next" button to move forward.

Academic Integrity Statement

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Disability Policy Statement

An effort will be made to render this course fully accessible to all students. Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday. Disability information is confidential.

	GLG110 Geologic Disasters and the Environment (Clarke.glg110@asu.edu)		
	This schedule is subject to change!		
	Spring 2015 – Session B		
Unit	Days	Lecture Topics	Reading & Assignments
	March 17	Introduction; check browser and video player compatibility!	
Unit 1	March 17 - March 25	Natural disasters and human population	Read Chapter 1: Introduction to Natural Hazards (pp. 2 – 27) Complete the Chapter 1 on-line end-of-chapter questions: Introductory concepts (due March 25, 11:59 pm)
Unit 1		Natural disasters and human population	
Unit 1		Scientific Method	
Unit 1		Formation of the Universe, Earth, Layers	Read Chapter 2: Internal Structure of Earth and Plate Tectonics (pp. 28 – 32)
Unit 1		Earth's energy sources	
Unit 1		Plate tectonics	Read Chapter 2: Internal Structure of Earth and Plate Tectonics (pp. 33 – 51) Complete the Chapter 2 online end-of-chapter case study questions: two cities on a plate boundary (due March 25, 11:59 pm)
Unit 1		Plate tectonics	
Unit 1		Plate tectonics	
Unit 1		Plate tectonics and magma production	
Unit 1		Plate tectonics and magma production	
Unit 1	March 25 (6 am)– March 29 (11:59 pm)	Exam I window	
Unit 2	March 27 – April 8	Mass movements	Read Chapter 7: Mass Wasting (pp. 214 – 247)
Unit 2		Mass movements	
Unit 2		Mass movements	Complete the Chapter 7 on-line end-of-chapter case study questions: La Conchita, CA, landslide (review pp. 242 – 247; due April 8, 11:59 pm)
Unit 2		Forest Fires	Read Chapter 13: Wildfires (pp.444 – 471) Complete the Chapter 13 on-line end-of-chapter case study questions: Summer 2013 two Southwest Wildfires (CO & AZ) (review pp. 467 – 471; due April 8, 11:59 pm)
Unit 2		Earthquake geology and seismology- <i>Ramon Arrowsmith</i>	Read Chapter 3: Earthquakes (pp. 52 – 99)
Unit 2		Earthquake geology and seismology- <i>Ramon Arrowsmith</i>	
Unit 2		Earthquake geology and seismology- <i>Ramon Arrowsmith</i>	Complete the Chapter 3 on-line end-of-chapter case study questions: 2011 Tohoku Earthquake, Japan (review pp. 94 – 99; due April 8, 11:59 pm)

Unit 2		Historic Earthquakes Ramon Arrowsmith	
Unit 2		Historic Earthquakes	
Unit 2		Tsunami	Read Chapter 4: Tsunami (pp. 100 – 118)
Unit 2		Tsunami	Complete the Chapter 4 on-line end-of-chapter case study questions: Japan 2011 Tsunami and Nuclear Disaster (review pp. 120 – 125; due April 8, 11:59 pm)
Unit 2	April 8 (6 am) – April 12 (11:59 pm)	Exam II window	
Unit 3	April 10 – April 21	Volcanic hazards	Read Chapter 5: Volcanoes (pp. 126 – 171)
Unit 3		Volcanic hazards	
Unit 3		Volcanic hazards	
Unit 3		Volcano case histories	
Unit 3		Volcano aircraft hazards	Complete the Chapter 5 on-line end-of-chapter case study questions: Eyjafjallajökull (Iceland) 2010 eruption (review pp. 165 – 171; due April 21, 11:59 pm)
Unit 3		Volcano monitoring	No text reading, only lecture
Unit 3		Climate Change – <i>Hilairy Hartnett</i>	Read Chapter 12: Climate and Climate Change (pp. 404 – 443)
Unit 3		Climate Change – <i>Hilairy Hartnett</i>	Complete the Chapter 12 on-line end-of-chapter case study questions: Tavalu, South Pacific (review pp. 438 – 443; due April 21, 11:59 pm)
Unit 3	April 21 (6 am) – April 25 (11:59 pm)	Exam III window	
Unit 4	April 23 – April 27	Tornadoes	Read Chapter 9: Atmospheric Processes and Severe Weather (pp. 286 – 329) Complete the Chapter 9 on-line end-of-chapter case study questions: 1999 and 2013 Tornadoes of Moore, OK (review pp. 323 – 329; due April 27, 11:59 pm)
Unit 4		Hurricanes and the coastline	Read Chapter 10: Hurricanes and Extratropical Cyclones (pp. 330 – 363) Complete the Chapter 10 on-line end-of-chapter case study questions: Hurricane Sandy (review pp. 356 – 363; due April 27, 11:59 pm)
	April 27 (6 am) – May 1 (11:59 pm)	Cumulative Final Exam	

Note: *Ramon Arrowsmith* and *Hilairy Hartnett* are guest lecturers

Natural Hazards: Earth's Processes as Hazards, Disasters, and Catastrophes, Fourth Edition

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Rebecca Dial

From: Roger Berger
Sent: Thursday, April 02, 2015 1:40 PM
To: Rebecca Dial
Cc: Roger Berger
Subject: RE: General Studies Renewal

Rebecca

Your General Studies renewal for GLG 110 is fine with the School of Mathematical and Natural Sciences. It corresponds, in general terms, with the course as it is taught by our School. Thank you for preparing this paperwork.

Please forgive my slow response.

Roger

Roger L. Berger, Professor & Director
School of Mathematical and Natural Sciences
Arizona State University
Office: FAB N151
Email: roger.berger@asu.edu
Phone: 602-543-8545

From: Rebecca Dial
Sent: Thursday, April 02, 2015 10:01 AM
To: Roger Berger
Subject: RE: General Studies Renewal

Hi Professor Berger,
I just wanted to check-in and see if you have any questions regarding our GLG110 proposal.

Thank you!

Becca Dial
Academic Support Specialist
School of Earth and Space Exploration
PO Box 876004
Tempe, AZ 85287-6004
Email: bdial@asu.edu
Phone: 480-965-2213

From: Rebecca Dial
Sent: Monday, March 23, 2015 1:13 PM
To: Roger Berger
Subject: RE: General Studies Renewal

Hi Professor Berger,

Attached is the paperwork that our faculty member has prepared for GLG110. If you are comfortable moving forward, please send us a statement of approval. If there are any changes that need to be made or if you have any questions, please let me know.

Thank you!

Becca Dial
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From: Roger Berger
Sent: Tuesday, March 17, 2015 5:20 PM
To: Rebecca Dial
Cc: Lara Ferry; Roger Berger
Subject: RE: General Studies Renewal

Ms. Dial

Lara Ferry forwarded your email to me. Thank you for contacting us. Yes, we teach GLG110 occasionally, but we are comfortable with you preparing the paperwork. Please send the completed proposal to me, and I will look it over and (I anticipate) offer my support.

Roger

Roger L. Berger, Professor & Director
School of Mathematical and Natural Sciences
Arizona State University
Office: FAB N151
Email: roger.berger@asu.edu
Phone: 602-543-8545

From: Lara Ferry
Sent: Tuesday, March 17, 2015 5:14 PM
To: Roger Berger
Subject: Fwd: General Studies Renewal

Would this go to you?

Lara Ferry, PhD

Begin forwarded message:

From: Rebecca Dial <Rebecca.Escobar@asu.edu>
Date: March 17, 2015 at 2:57:03 PM MST
To: Lara Ferry <Lara.Ferry@asu.edu>
Subject: General Studies Renewal

Hi Lara,

I'm an academic specialist in the School of Earth and Space Exploration at ASU's Tempe campus. I'm trying to locate the person in the Math and Natural Sciences Division who is in charge of general studies renewal proposals. Our course GLG110 (Dangerous World) currently counts as an SG and G and we need to submit a proposal to renew the G designation. When I look in the catalog I see that your college is listed as one of the units offering it as well. We teach the course practically every semester and I'm currently collecting the required paperwork from our faculty member who teaches it the majority of the time. I will need to get a statement of approval from your academic unit supporting the proposal. I wanted to reach out and find out who is the correct person I need to speak with regarding this matter. If it isn't you, I apologize and I hope you can point me in the right direction.

If you have any questions, please let me know. Thank you for your time.

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