



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit: College of Liberal Arts and Sciences, Department: School of Human Evolution and Social Change, Subject: ASB, Number: 327, Title: Disaster!, Units: 3

Requested designation: (Choose One)

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 the General Studies Program Office at (480) 965-0739.

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.

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, Fine Arts and Design core courses (HU)
Social and Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Global Awareness courses (G)
Historical Awareness courses (H)
Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Syllabus
Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name: Melissa Beresford, Phone: 480-965-9649, Mail code: 2402, E-mail: melissa.beresford@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Alexandra Brewis Slade, Date: 2/17/14, Chair/Director (Signature):

ALEXANDRA BREWIS SLADE
EXECUTIVE DIRECTOR

MEMO

To: University General Studies Council

From: Alexandra Brewis Slade, Director SHESC

Re: Retroactive General Studies Designation for ASB 327 –Disaster!

Date: February 17, 2014

Dear General Studies Council,

We are respectfully asking for the L/general studies designation for ASB 327: Disaster! be **effective** summer 2014. We are scheduled to teach this class in summer 2014.

Cordially,



Alexandra Brewis Slade, PhD
Director & President's Professor

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

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

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	<input style="width: 100px; height: 20px;" type="text"/>
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: #ffff00; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="margin-left: 20px;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	<input style="width: 100px; height: 20px;" type="text"/>
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: #ffff00; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="margin-left: 20px;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	<input style="width: 100px; height: 20px;" type="text"/>
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: #ffff00; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="margin-left: 20px;">C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; background-color: yellow;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4". </div>			
C-4			

Course Prefix	Number	Title	Designation
ASB	327	Disaster!	L

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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	60% of course grade is determined by writing assignments	see yellow highlights in syllabus
2	writing assignments involve the gathering and interpretation of evidence	see green highlights in syllabus
3 & 4	syllabus contains 3 substantial writing tasks that are spaced out so that students receive timely feedback on their writing from the instructor	see blue highlights in syllabus

Syllabus ASB 327: Disaster!

Online

Professor: Dr. Amber Wutich
Email: amber.wutich@asu.edu

Course Description:

The goal of this 300-level course is for students to understand the causes of disasters, how humans respond, and how we can appropriately prevent and respond to disasters. We will explore these issues from a social science perspective by looking at research and analysis on human responses to disaster conducted by anthropologists, sociologists, geographers, political scientists and economists. Students will examine the causes of disasters, such droughts and volcanoes, with a focus on different ethnic, cultural, and socioeconomic groups in the United States (including African American, Native American, Asian American and Hispanic, low-income, middle-income, and wealthy communities). This will help us to understand the ways that cultural, social, and economic differences may (or may not) play a role in human response to disaster, but it will also help us to uncover structural inequities or cultural prejudices that affect the abilities of certain groups to respond effectively or obtain the aid they need in the face of disaster. Students will explore cases in which social and cultural responses to disaster have helped people survive or led their demise. Through hands-on activities, students will gain a theoretical understanding of disasters and a practical toolkit for evaluating how we prevent and respond to disasters.

Course Format:

This course engages with three main learning goals. First, we will examine what makes a natural event become a “disaster” and what determines who becomes a disaster victim. Second, we will explore the ways in which humans and societies respond to disasters. Third, we will study how agencies (government, NGOs, charities) can help people survive—and what happens when these agencies fail. Finally, we will apply these lessons by closely examining two examples of historical disaster cases.

Course Texts*

Klinenberg, E. (2003). *Heat wave: A social autopsy of disaster in Chicago*. University of Chicago Press.

Cooper, C., & Block, R. J. (2006). *Disaster: Hurricane Katrina and the failure of homeland security*. Macmillan.

Coursework and Grades Assessment

Final grades for the course will be assigned on basis of the assignments described below. [Detailed video instructions](#) for each assignment are posted on the course site. [Due dates](#) are posted in the Course Schedule.

1. Quizzes (20% of final grade)

Each module will have one quiz (6 total). All you have to do to prepare for the quiz is complete the reading (about 50 pages per lesson) and view the lectures for each module.

These quizzes are open-book and open-lecture, but it will be impossible to find all the right answers if you have not done the reading beforehand because the quizzes are timed.

2. Discussion Posts (20% of final grade)

In response to each module's prompt (6 total), students will make one Discussion Post (50-100 words). This post can be in its own thread, or in response to another student's post. Each student's post should have an *interesting or provocative title* so that others will want to read and respond to the post. Posts are graded on a pass/fail basis. To pass, posts must (1) be at least 50-100 words, (2) have an interesting or provocative title, and (3) be relevant to the discussion topic.

3. Assignments (60% of final grade)

There will be three interactive or hands-on activity that applies the materials we studied.

a) Who dies first?

In this assignment, students will be given a hypothetical disaster case. They will then be asked to assess disaster vulnerability based on key variables discussed in the readings. In a 4-5 page (single spaced) mock report to a government agency, they will be asked, based on their vulnerability assessment, to determine who should be given first priority for emergency evacuation. Cite the readings for evidence to support your arguments.

b) You are a disaster movie consultant

In this assignment, students will watch a big-budget disaster movie and imagine that they have been hired as an expert consultant on disasters. They will have two tasks to address in a 4-5 page (single spaced) paper. First, they will be asked to evaluate the movie's depiction of human and social responses to disaster: which responses are realistic and which are not? Second, they will be asked to determine whether or not the movie is socially responsible: what are potential positive or negative social effects of depicting disasters in this way? Cite the readings for evidence to support your arguments.

c) Surviving a disaster at home

In this assignment, students will evaluate agency efforts to prevent or respond to disasters in their own local area. First, students will identify one of the disasters most likely to strike people in the area where they live. Second, they will select a disaster site to visit and evaluate. This could be, for example, a shelter or aid distribution center. If you cannot physically go to such a site, find a written disaster response plan (e.g., from a local school, hospital, or government agency) to evaluate. Third, assess which aspects of the plan exemplify "best practices." Determine which aspects of the plan are most likely to produce unintended negative consequences; who are they most likely to effect? Students will need to write up a summary of the disaster, their evaluation of the disaster site, and the results of their assessment in a 4-5 page (single spaced) paper. Cite the readings for evidence to support your arguments.

Final grades are assessed as:

A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	49.5-69.4
E	<49.5

**Please note that this syllabus is subject to change or revision, as needed, to best realize the educational goals of the course. Any revision will be discussed in class with fair prior notice.

Course Home

DUE DATES CAN BE FOUND IN THE COURSE SCHEDULE

Week 1: Disaster! Introduction

Lesson 1:1 – Living through disasters

Lesson 1:2 – Making meaning from disasters

Assignments due:

Lesson 1 Quiz

Lesson 1 Discussion

Week 2: “Oh nooooo!”: What causes disasters?

Lesson 2:1 – Looking to the past to understand disasters

Lesson 2:2 – Who is most at risk today?

Assignments due:

Lesson 2 Quiz

Lesson 2 Discussion

Assignment 1: Who dies first?

Week 3: “RUN!”: How do people react to disasters?

Lesson 3:1 – How households cope

Lesson 3:2 – Cooperation, conflict, and competition

Assignments due:

Lesson 3 Quiz

Lesson 3 Discussion

Week 4: “Help us!”: What can agencies do?

Lesson 4:1 – Before disaster strikes

Lesson 4:2 – After the disaster

Assignments due:

Lesson 4 Quiz

Lesson 4 Discussion

Assignment 2: You are a disaster movie consultant

Week 5: “It’s all their fault!”: How disaster aid goes wrong

Lesson 5:1 – Big mistakes

Lesson 5:2 – Greedy profiteering

Assignments due:

Lesson 5 Quiz

Lesson 5 Discussion

Week 6: “What went wrong? What went right?”: A Post-Disaster Autopsy of Two Cases

Lesson 6:1 – Great California Earthquake of 1906

Lesson 6:2 – Dust Bowl of the 1930s

Assignments due:

Lesson 6 Quiz

Lesson 6 Discussion

Assignment 3: Surviving a disaster at home

Class Information & Policies

Is an on-line course right for you?

1. Are you self-motivated? There is a significant amount of reading required for this course, as well as essays, speeches, and quizzes. Because this course is self-paced and moves quickly, it is necessary that you keep up with the reading and lecture materials on a regular basis.
2. Do you have a reliable internet connection? Please be sure that you have a reliable computer and internet connection. To access the class website you can use your personal computer, one in the library, and/or computer labs at ASU.
3. Do you work well on your own? Interaction with other students and the professor occurs on-line rather than in a traditional classroom setting. However, there is an optional discussion board available for student interaction where you can post comments or interact with the other students in the course.

Getting Answers to your Questions

If you have questions about an *assignment, exam, due date, course schedule, or other general course issues*, please post your inquiry on the Hallway Conversations board in the Course Home. If you need *personalized help or advice regarding class assignments*, please email Dr. Wutich with “ASB 327” in the subject of the email. If you are having trouble keeping up with the course or miss assignments due to an illness or family emergency, please contact Dr. Wutich right away.

Handing in Assignments

All assignments must be submitted via Dropbox. All assignments **must** be submitted **before midnight** on the due date to receive full credit. If you are unable to submit via Dropbox for any reason, you must email your assignment to the instructor by the deadline. No exceptions. Please see the Dropbox instructions link in the Course Home.

Assignment file name: Do not put any extra characters (such as # or :) in the file name – Dropbox reads these as an http error and will not allow it to be opened. Save the file with the following format: LastnameFirstname.doc and ensure your file is a .doc, .txt, or .pdf. All assignments will be scanned for plagiarism.

Readings

For books: When partial chapters are assigned, the page numbers will be noted on the course site. If no special note is included, start with the subheading that begins on the first page and continue until the end of that subsection. If a special note is made, read only until the paragraph indicated.

In addition to the books, additional readings are posted in pdfs on the course site. Please carefully look at the course schedule to determine if you need to read from the books, online readings, or both for each assignment.

Late Assignments

Unexcused: Unexcused late assignments will be accepted, with one letter grade dropping for each day the assignment is late. After five days, unexcused late assignments may be turned in at any time for a maximum of 50 points (i.e., an assignment that would earn 100 points if turned in on time would earn 50 points if turned in over 5 days late).

Excused: Excused late assignments may be turned in for full credit by the extended due date. Excuses for an assignment must be made and approved *in advance* of the due date of the assignment, except for emergencies. Requests for excuses must be written and approval must be obtained in writing (with an extended due date). You are responsible for enclosing a copy of the written approval with your late assignment submission.

Academic Honesty

Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask your TA or the instructor in advance of turning in an assignment. Please be aware that ALL student work WILL BE scanned using SafeAssignment, which compares the assignment against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean.

You are responsible for understanding ASU policies:

General info: http://graduate.asu.edu/beintheknow/six_sins

About online courses: http://graduate.asu.edu/beintheknow/six_sins/hiding_behind

Punishment & Consequences: <http://provost.asu.edu/files/AcademicIntegrityPolicyPDF.pdf>

Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:
<https://students.asu.edu/srr>

Incompletes

A mark of "I" (incomplete) is given when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the [Request for Grade of Incomplete form](http://students.asu.edu/forms/incomplete-grade-request) (<http://students.asu.edu/forms/incomplete-grade-request>).

Student Support and Disability Accommodations

ASU offers support services through Counseling (<http://students.asu.edu/counseling>), Student Success Centers (<http://studentsuccess.asu.edu/frontpage>) and the Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/>). If you are in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make disability accommodations without formal guidance from these services.

Email Communications

If you need *personalized help or advice regarding class assignments*, please contact your TA. If you want to discuss *your intellectual interests, your research or honors thesis, scholarly pursuits, or future career plans*, please contact Dr. Wutich via email. All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on “My Help Center.”

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities and advising information, please go to: <http://shesc.asu.edu/undergraduate/undergraduate-studies>. Our advisors are always willing to discuss career and guidance options with you.

Notes on Letters of Recommendation from Dr. Wutich:

Please be aware that I receive many requests from students to write letters of recommendation. These guidelines are here to help you assess whether you might be successful in obtaining a recommendation from me. Students should only request a letter of recommendation if they meet the following three minimum criteria.

- (1) Has taken a class with me and/or been on a study abroad program with me
- (2) Has worked in my lab 1+ semester and/or completed an Honors thesis under my direction
- (3) Has spoken with me directly outside of class about career/academic goals

Note that if you meet these minimum requirements, I still may not be able to write you a letter. When asking for a letter of recommendation you MUST allow *more than two weeks'* notice.

Additional Educational Opportunities

Students who would like to learn more about educational opportunities and programs in the School of Human Evolution and Social Change should contact the school's undergraduate advisors Stefanie Bobar (stefanie.bobar@asu.edu) and Anika Hutchinson (anika.hutchinson@asu.edu). The School of Human Evolution and Social Change also has a number of study abroad programs that engage with topics in global health and anthropology. SHESC's study abroad programs in anthropology & global health are running in New Zealand, Fiji, Australia, India, England and France (<http://shesc.asu.edu/global>).

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