



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 |
| Is this a cross-listed course? | No | | | | | | |
| If yes, please identify course(s) | | | | | | | |
| Is this a shared course? | (choose one) | If so, list all academic units offering this course | | | | | |
| Course description: | | | | | | | |

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. 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, 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 C/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

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

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

| ASU--[C] CRITERIA | | | |
|---|--------------------------|--|----------------------------------|
| CULTURAL DIVERSITY IN THE UNITED STATES | | | |
| YES | NO | | Identify Documentation Submitted |
| | | 1. A Cultural Diversity course must meet the following general criteria: | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | The course must contribute to an understanding of cultural diversity in contemporary U.S. Society. | Syllabus |
| | | 2. A Cultural Diversity course must then meet at least one of the following specific criteria: | |
| <input type="checkbox"/> | <input type="checkbox"/> | a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States. | |
| <input type="checkbox"/> | <input type="checkbox"/> | b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc. | syllabus |

| Course Prefix | Number | Title | Designation |
|---------------|--------|-----------|-------------|
| ASB | 327 | Disaster! | CULTURAL |

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) |
|---|--|---|
| Example -See 2b. Compares 2 U.S. cultures | Example -Compares Latino & African American Music | Example -See Syllabus Pg. 5 |
| 1 - Focuses on contemporary US | Course focuses on cultural diversity in the contemporary United States | see yellow highlights in syllabus |
| 2 c - a study of social, economic political dimensions of relations between and among US racial, ethnic and minority groups | Course examines how different cultural groups in the US respond to disasters | see green 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 as droughts and volcanoes, with a focus on different contemporary 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 including social, cultural, and economic comparisons between differing cultural and ethnic groups in the United States. In a mock report to a US 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. 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? How are these responses grounded in the specific ethnic or cultural community depicted in the film? 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? These should be based on our class readings and discussions of ethnic, cultural and social differences among different populations in the US and how these differences could/should be incorporated in the logic behind the "best

practices” and how these differences may be overlooked and produce negative or unintended consequences. 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

Module 1: Disaster! Introduction

Lesson 1:1 – Living through disasters

Lesson 1:2 – Making meaning from disasters

Assignments due:

Lesson 1 Quiz

Lesson 1 Discussion

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

Lesson 2:1 – Looking to the (fairly) recent past to understand disasters – Case studies of different US disasters (Hurricane Katrina, San Francisco earthquake, Chicago heat wave)

Lesson 2:2 – Who is most at risk today? Cultural differences among US communities and their responses to disasters.

Assignments due:

Lesson 2 Quiz

Lesson 2 Discussion

Assignment 1: Who dies first?

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

Lesson 3:1 – How households cope – cultural differences in various U.S. communities (across cultural, economic and ethnic divides) that lead to coping mechanisms for disaster response

Lesson 3:2 – Cooperation, conflict, and competition among different communities during disasters

Assignments due:

Lesson 3 Quiz

Lesson 3 Discussion

Module 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

Module 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

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

Lesson 6:1 – Great California Earthquake of 1906 – discussion of varied responses by different US ethnic and cultural groups

Lesson 6:2 – Dust Bowl of the 1930s – discussion of varied responses by different US ethnic and cultural groups

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 topic 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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