

GEOS 156 Geology of Natural Disasters-NewCrs-2017-09-24

UNIVERSITY-WIDE CURRICULUM COMMITTEE

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Karen Rose Cercone	Proposer Email*	kcercone@iup.edu
Contact Person*	Karen Rose Cercone	Contact Email*	kcercone@iup.edu
Proposing Department/Unit*	Geoscience	Contact Phone*	7-7650

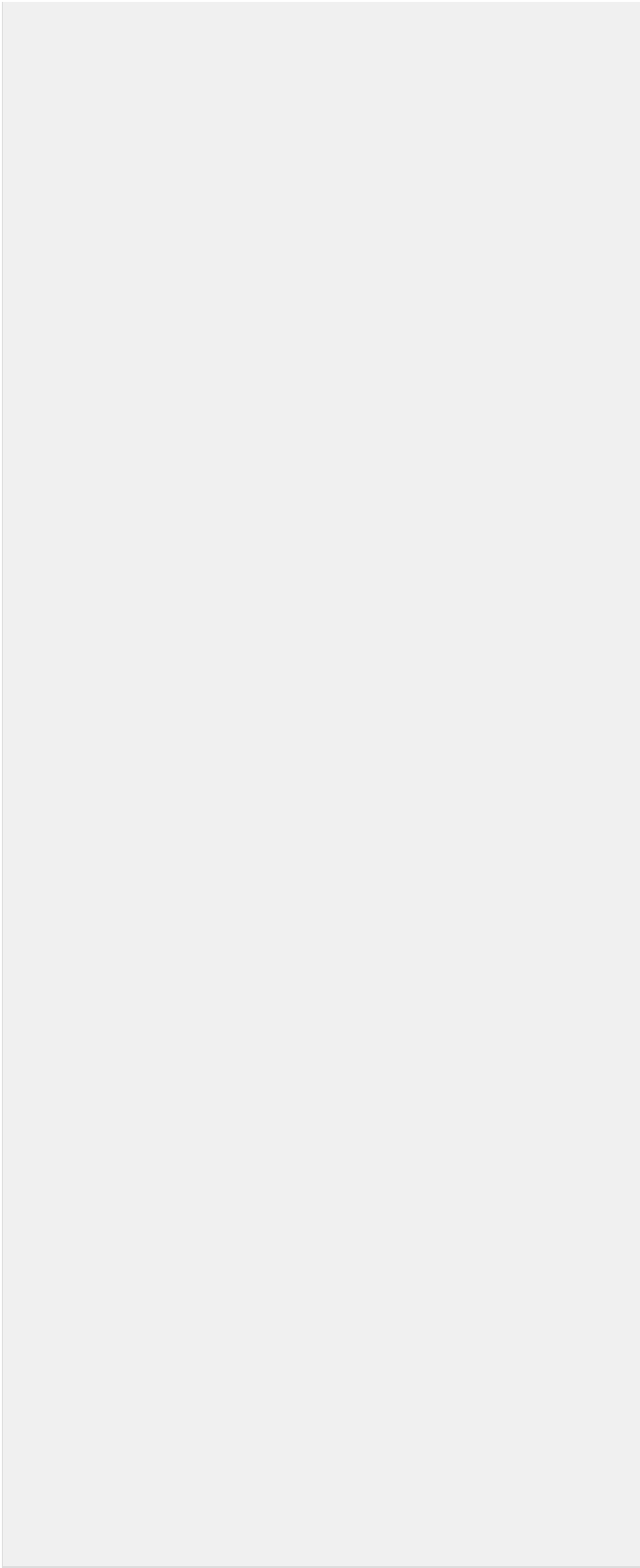
(A) Course Prefix*	GEOS
(B) Course Number*	<p><i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i></p> <p>156</p>
(C) Course Title*	Geology of Natural Disasters
(D) Course Level*	undergraduate-level

(L) Additional Information

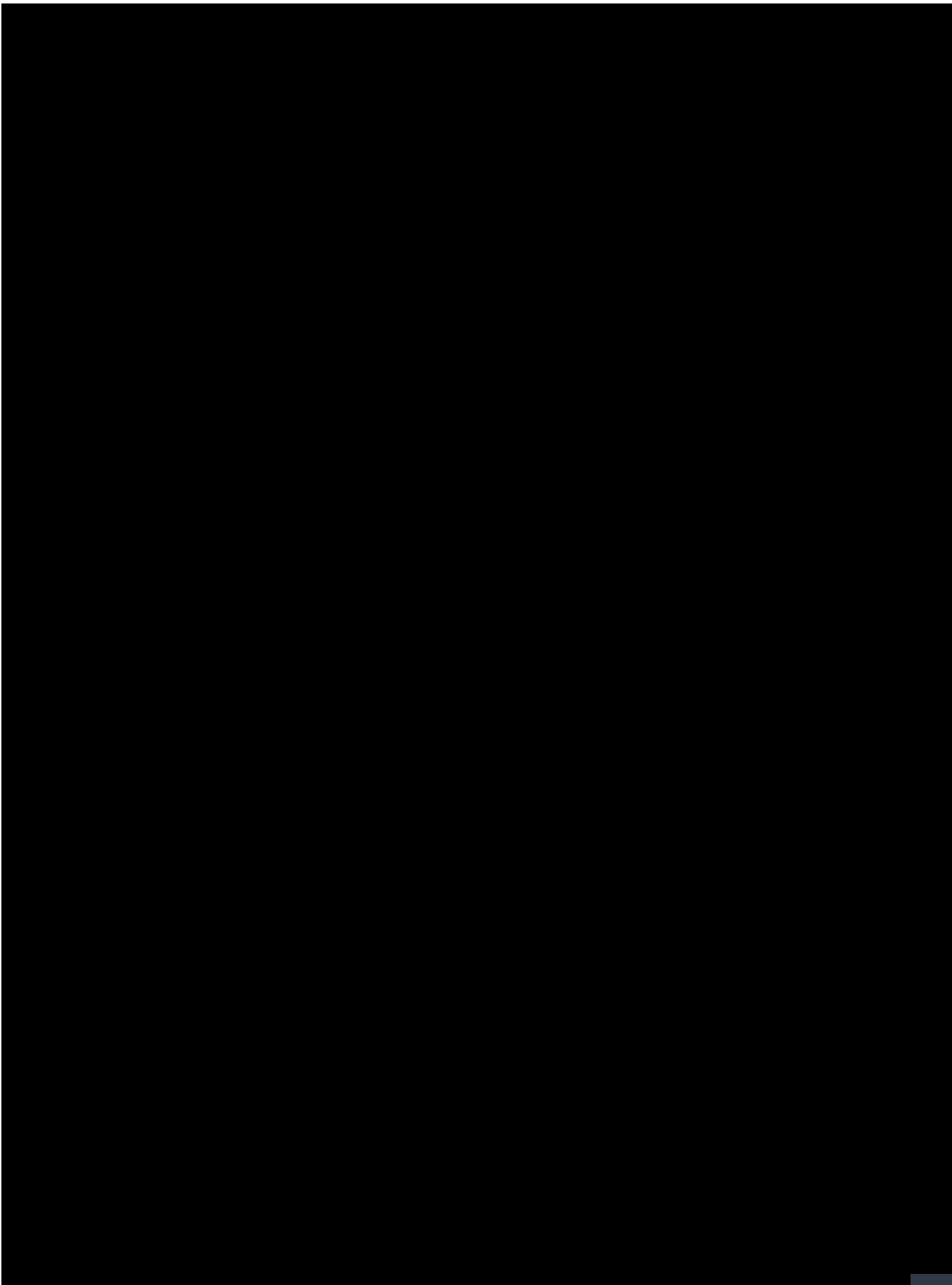
Check all that apply. Note: Additional documentation will be required

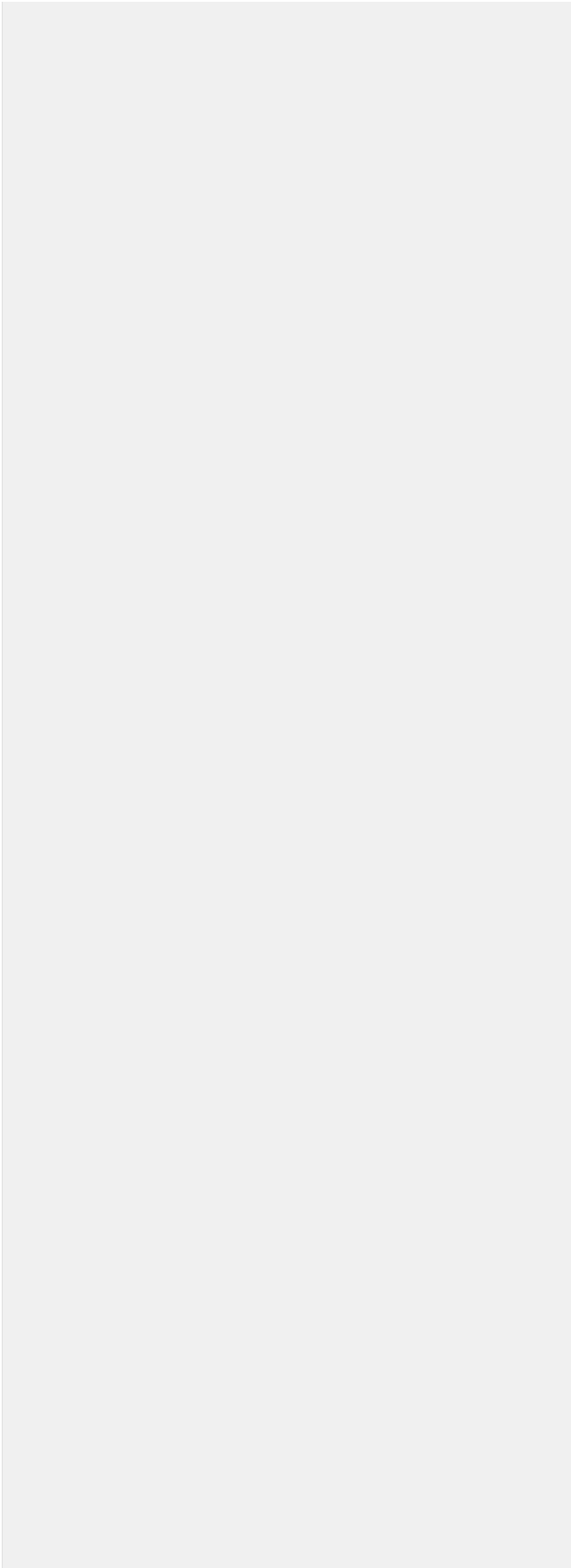
**** Teacher Education: Please complete the Teacher Education section of this form (below)***

**** Liberal Studies: Please complete the Liberal Studies e the Liberal Studies***



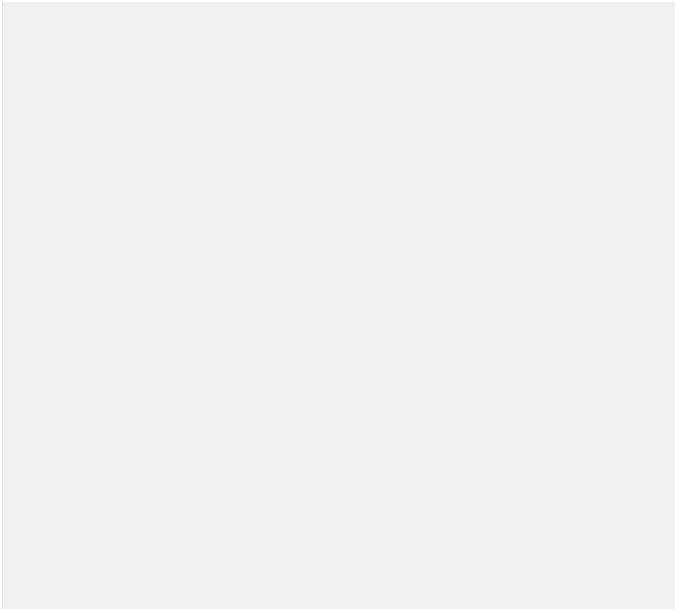
SLO #		





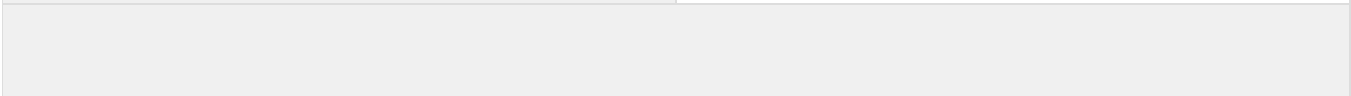
•	
•	
•	
•	
•	
•	
•	
•	
•	
•	
•	





<ul style="list-style-type: none">• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	5
<ul style="list-style-type: none">• an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured
(note should mirror (O) Student Learning
Outcomes* (SLO) from the course
proposal



<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	<p>The perspectives and contributions of ethnic and racial minorities and of women will be investigated through the required 'Disaster Diary' as students compare and contrast the reactions of media outlets and global organizations to natural disasters in different regions of the world and in different socioeconomic communities. Requiring students to find actual online blogs and funding appeals from disaster victims will help them gain first-person experience in how disasters have different impacts for different communities.</p> <p>In their analysis of the ethics and economics of disaster recovery, students will be asked to compare the permanent displacement of African American survivors of New Orleans after Hurricane Katrina with the immediate rebuilding of wealthy New Jersey white communities after Superstorm Sandy. They will also investigate why a Hispanic female mayor (Carmen Yulin Cruz of San Juan PR) is vilified for criticizing the pace of disaster recovery after Hurricane Maria while a white male news reporter (Anderson Cooper of CNN) is lionized for doing the same thing after Hurricane Katrina.</p>
<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	<p>Natural disasters are widely covered in social and mass media during the events themselves, and during the months of recovery that follow. In order to keep students engaged in the most current events, most class readings will be taken from reputable news organizations and constantly updated as new disasters occur.</p> <p>Examples of the kinds of online coverage and analysis that students will be asked to follow in this class include:</p> <ul style="list-style-type: none"> • Achenbach, Joel and Berman, Mark (2017, Oct 16) People love to live in places that are at risk for disasters, 'and this is what happens'. <i>The Washington Post</i>. Retrieved from https://www.washingtonpost.com/national/people-love-to-live-in-places-that-are-at-risk-for-disasters-and-this-is-what-happens/2017/10/15/ba50ed38-b03f-11e7-be94-fabb0f1e9ffb_story.html • Chappell, Bill (2017, Sept 28) Volcano Threat On Pacific Island Triggers Mass Evacuation. <i>National Public Radio</i>. Retrieved from http://www.npr.org/sections/thetwo-way/2017/09/28/554175936/volcano-threat-at-pacific-island-triggers-mass-evacuation • Cockburn, Patrick (2011, Jan 20) Catastrophe on camera: Why media coverage of natural disasters is flawed. <i>The Independent</i>. Retrieved from http://www.independent.co.uk/news/media/tv-radio/catastrophe-on-camera-why-media-coverage-of-natural-disasters-is-flawed-2189032.html • Healy, Jack, Robles, Frances and Nixon, Ron (2017, Oct 3) Aid Is Getting to Puerto Rico. Distributing It Remains a Challenge. <i>The New York Times</i>. Retrieved from https://www.nytimes.com/2017/10/03/us/puerto-rico-aid-fema-maria.html • Horowitz, Andy (2017, Sept 14) Don't Repeat the Mistakes of the Katrina Recovery. <i>The New York Times</i>. Retrieved from https://www.nytimes.com/2017/09/14/opinion/hurricane-katrina-irma-harvey.html • Lakhani, Nina (2017, Oct 2) Forgotten in life and death: inequality for Mexico's invisible underclass after quake. <i>The Guardian</i>. Retrieved from https://www.theguardian.com/world/2017/oct/01/mexico-city-earthquake-factory-collapse-colonia-obrera • Media distortion and western bias – why do some disasters attract more cash? Part of the Students Speak series. (2014, Dec 2) <i>The Guardian</i>. Retrieved from https://www.theguardian.com/global-development/2014/dec/02/students-speak-media-distortion-western-bias-disasters
