

## COLLEGE DEMANDS: MAPPING BACKWARDS FROM A COLLEGE SYLLABUS (90 MINUTES)

### Who Should Use this Module?

This module is for educators who have an understanding of the Common Core State Standards and want to understand how high school instruction will need to develop to prepare students for post-secondary success.

### Guiding Questions:

- How do tasks and assessments relate to college and career readiness?
- How do current assessment tools support the development of rigorous curriculum that transitions to the CCSS?

### Prerequisites:

If you are not familiar with the Common Core State Standards, click [here](#) to first engage in activity on unwrapping the standards.

### Context:

Post-secondary readiness is a national challenge: across the nation, for every 100 ninth graders who start high school, only 67 earn a high school diploma, 38 go on to college, 26 continue in college for a second year, and only 18 obtain a college degree within 6 years of their high school graduation. Only 32% of students leave high school meeting the minimum qualifications for college-level work. The activity will help educators expand and deepen their understanding of how to place post-secondary readiness in the context of emerging CCSS and inform decisions about your school's instructional practices, including assessment.

### Outcome:

Participants will be able to identify characteristics of college readiness and the role of assessments to support such readiness.

### Suggested Materials:

- Two (2) college syllabi
- K-12 student work reflecting the syllabi assignments
- [CCSS](#) (content depending on syllabi/assignments)

**Overview of Activity:**

Participants analyze a college syllabus and discuss what students would have to understand, know, and be able to do in order to successfully complete the course. Next they analyze a specific assignment from the course and compare it with a high school assignment. Finally, participants discuss how the high school assignment does or does not align with the college assignment and the implications this has for college readiness as defined by the Common Core.

**Agenda:**

1. *Syllabi low-inference observations:* Divide participants into three (3) groups and assign them one of the two syllabi. Ask participants to make low-inference observations about one of two syllabi in pairs. **(15 minutes)**  
*(Note to facilitator:* Ensure that observations remain free of judgment. The purpose here is not to evaluate the syllabi, but to understand what they require of students.)
2. From these observations, participants then discuss what students would have to understand, know, and be able to do in order to successfully complete the course. The table facilitator charts the responses. **(20 minutes)**

<b>To successfully complete this course, students will have to</b>		
<b>understand...</b>	<b>know...</b>	<b>be able to...</b>

3. *Analyze a college assignment:* The table facilitator draws participants' attention to an assignment in their syllabi and asks them to read the details of the assignment. **(5 minutes)**  
*(Note to facilitator:* For the Economics of Disaster syllabus, participants should read the long essay and presentation assignment on page 3; Psychology syllabus, read Exam 2 on page 7.)
4. With the assignment in mind, participants respond to the following questions:  
*(Note to facilitator:* Chart the questions so that participants may refer to them throughout this portion of the activity.)
  - What does the assignment ask students to do?
  - What background knowledge or life experiences does the assignment assume?
  - What concepts or vocabulary may be unfamiliar to students?
  - What are the skill demands of the assignment?
  - What are other literacy demands associated with the task? **(15 minutes)**
5. *K-12 and Common Core connections:* In the same three (3) groups, in a jigsaw style, participants will analyze various levels of student work to determine how this work connects to the Common Core State Standards and to the demands confronted in college as evidenced in the above syllabi. Remind participants of the relevant CCSS.

**(Note to facilitator:** For the purposes of this activity the following standards will be discussed:

- For grade 5, the relevant CCSS are the Writing Anchor Standards and Writing Standard #2 for 5<sup>th</sup> grade .
  - For grades 7 and 9-10, the relevant standards are Anchor Standards for Writing and Writing Standard for Literacy in History/Social Studies #2. The particular standards will be provided.)
- With the student work and its assessment in mind, participants respond to the following questions and **record responses on chart paper** so that all participants can see the K-16 connections and progression. After charts are complete, ensure that participants have sufficient time to review each group’s work.
    - How does the grade-level assignment connect to the CCSS?
    - What connections do you see between the college assignment and your grade-level assignment? How does the grade-level assignment prepare students for the college assignment?
    - What is missing in the grade-level assignment that might help to prepare students for the college assignment? **(35 minutes)**

### **Bridge to Practice:**

How can this activity help you and your colleagues reflect on your school’s instructional practice, assessment culture, organizational structures, and student supports as they relate to college readiness?

### **Additional Resources:**

The following resources can help you learn more about the growing demands of higher education and the 21<sup>st</sup> century workforce and how educators at the P-12 levels can prepare students for success:

<http://schools.nyc.gov/Academics/CommonCoreLibrary/Why/Readiness/default.htm>

## COURSE DESCRIPTION

Economics of Disaster is an undergraduate seminar in Economics. The course extends its analyses from (natural) calamities (including draughts, floods and earthquakes) to (man-made) disasters (including famines, industrial-technological accidents and violent conflicts) to make the following two arguments: [A] disasters are not discrete occurrences, but are (chains of unfortunate incidences) that emerges through encounters of (chance events) or (clinamen), and [B] disasters are not exogenous occurrences (but there) in nature, but they build up as a (process) in particular economic, social, political and cultural systems.

The course is organized in four parts.

Part I explores how *disaster as a phenomenon* is theorized and examined in different disciplinary traditions. We start by reviewing how (disaster) is analyzed in anthropology, geography, sociology, political psychology, and in the natural sciences. Next, we explore how a (disaster) is conventionally analyzed in economics. We compare and contrast these diverse approaches to adopt a more integrative theory to analyze disaster as a *process that emerges through time and space*. This theory will be applied in the later parts of the course to examine disaster risks [part II] and to present an analytical model of disaster [part III].

Part II of the course focuses on risks and uncertainties in the natural systems and in the social systems that antecede disaster occurrences. Distinctions between the concepts of hazard and vulnerability are emphasized in this regard, and approaches in economics to measure disaster risks are introduced.

Part III presents a model of disaster as a (sequential build-up of events). The model emphasizes how disasters emerge as (social process) over real time and space.

Part IV draws upon this model to present *economics of disaster analysis*. In this part of the course, we focus on [a] economic preconditions of a disaster, [b] economic impacts of disasters, and [c] economic policies to mitigate disasters.

The theoretical analyses presented in the course are illustrated in terms of different case studies, including the Hurricane Katrina in New Orleans in 2005 and Bangladesh flood disaster in 1998; offshore drilling and oil spill disaster in Gulf of Mexico in 2010 and Exxon-Valdez oil spill in Alaska in 1989; Irish famine in the 1840s and Sudanese famine in 1997; earthquakes in Gujarat and Seattle in 2001, in San Francisco in 1906 and in Lisbon in 1755; violent ethnic conflicts in Great Lakes Region of Africa in 1996-97; worldwide recession and the economic crisis of the 1930s and of 2007-08.

## COURSE OBJECTIVES

- To answer the question: What is a disaster? To propose that disasters are not discrete, accidental or arbitrary shocks, but are realized as socio-economic processes that unfold as a sequence of events.
- To analyze how *economic deprivation may lead to vulnerability*; and examine how impacts of a disaster can be reduced, and resilient communities can be built.
- To present the basic tools of economic analysis (including circular flow of products/income, demand and supply models, basic approaches of poverty analysis, and principles of cost-benefit analysis) in the course of analyzing disasters.

## COURSE REQUIREMENTS

This is an introductory course, designed for students in their first and second year of college. The course has no pre-requisites. Attendances in class are mandatory. Students are expected to read the assigned materials before they come to the class. They are also required to be actively involved in group discussions and other forms of class participations. Participations in group discussions will be evaluated in terms of preparedness, coherence of arguments and insightfulness, and the students' ability to respect and respond to the comments made by others. Quizzes for the course are designed to evaluate the students' grasp on fundamental theories and definitions presented in class. Assignments and quizzes are due in class on pre-announced dates. No late submissions will be accepted.

## Part I. What is a disaster?

- [1] Alternative approaches to disaster analysis
  - [1.1] Case study: Earthquake, Chile, 2010; Haiti, 2010
  - [1.2] Introduction to economic analysis of disaster

## Part II. Uncertainties and disaster risks

- [2] Hazards
  - [2.1] Case study: Earthquake, San Francisco, 1906
  - [2.2] Case study: Earthquake, Gujarat, 2001
  - [2.3] Case study: Earthquake, Seattle, 2001
- [3] Vulnerability
  - [3.1] Case study: Hurricane Katrina, New Orleans, 2005
  - [3.2] Case study: Famine, Ireland, 1846-48
  - [3.3] Case study: Union Carbide disaster, Bhopal India, 1984
- [4] Measure of risk in economics (Chronic vis-à-vis extreme risks)
  - [4.1] Case study: Floods in Bangladesh

## Part III. Model of disaster

- [6] Disaster as a [sequential build-up of events]
  - [6.1] Case study: Genocide, Great Lake Regions of Africa, 1996-97
  - [6.2] Case study: Civil war and famine, Southern Sudan, 1997

## Part IV. Analyzing disaster from the perspective of Economics

- [6] Disaster and the economy; Disaster pre-conditions
- [7] Disaster post-conditions
  - [7.1] Macroeconomic impacts of disaster: Disruption of the circular flow of output/income
    - [7.1.1] Case study: Small island nation of Dominica
  - [7.2] Microeconomic impacts of disaster: Changes in household demand and supply of labor
    - [7.2.1] Case study: Floods in Bangladesh
    - [7.2.2] Case study: Draught prevention in rural Africa
- [8] Accounting for the loss
  - [7.1] Case study: Off-shore drilling and deep sea oil spill in Gulf of Mexico, 2010
  - [7.2] Case study: Exxon-Valdez oil spill, Alaska, 1989
  - [7.3] Case study: Hurricane Katrina, New Orleans, 2005
  - [7.4] Case study: Earthquake, Lisbon, 1755
- [9] Economic Crises
  - [8.1] Case study: Great Depression, 1930s
  - [8.2] Case study: Financial crisis, recession and unemployment, 2008-09
- [10] Economics of disaster prevention
  - [9.1] Cost-benefit analysis and disaster planning at the (macro-scaled)
  - [9.2] Case study: Earthquake preparedness

## READINGS

The book chapters and the relevant articles in journals and newspapers assigned for reading will be posted on the course page at the *Blackboard*. The *Blackboard* will also be extensively used for posting notes, announcements, assignments and supplementary reading materials. The students are responsible for checking the website for regular updates.

## COURSE EVALUATIONS

Quizzes (Two)	20% (10% each)
Participations in group discussions (Five)	20% (4% each)
Short essays/Response papers (Three)	30% (10% each)
Long essay: [Biography of a Disaster]; and presentation	30%

## QUIZZES

Quizzes will be on [1] definitions of the terms and [2] concepts introduced in the course. Quizzes are worth 20% of the total grade [10% each]. For preparation, a thorough reading of the text is required.

## GROUP DISCUSSIONS

In-class group discussions on particular topics will be based on the readings assigned for the topic. There will be five [5] group discussions worth 20% of the total grade. See the syllabus for the readings on each topic.

## SHORT ESSAYS/ RESPONSE PAPERS

The short essay/response paper will present a literature survey based on the class readings assigned for the topic. The write-ups should be four [4] pages long [no more, no less], double-spaced, with 1-inch margins. They are worth 30% of the total grade [10% each].

The short essays/response papers must be organized in terms of the following sections:

- Section 1: Introduction: Briefly state and summarize the topic under review, state the papers to be surveyed [mention the title, author, publication date].
- Section 2: Main body: Organize the main body in terms of paragraphs devoted to each of the papers surveyed. The paragraphs should clearly state the main argument of the paper, the main methodology of analysis, and the main conclusions.
- Section 3: Conclusion: The concluding section of the paper should highlight the main points of agreement and departure of the papers reviewed in part [2] of the paper.
- Section 4: References and citation: Present a list citing the title, author, publication date, and publication outlet [journal, news paper, edited volume etc.] for each of the papers reviewed.

## LONG ESSAY AND PRESENTATION

The final paper for the course is entitled: [Biography of a Disaster].

Consider any particular disaster. Using the concepts/tools learned in the class, model your disaster as a [sequential build-up of events]. Carry out your own hazard analysis and vulnerability assessment to trace out the natural physical and social conditions/causalities that lead to the occurrence of the disaster. Examine the impacts of the disaster. Suggest plausible mitigation measures and emergency responses that could have prevented the event, or at least reduced its impact.

The paper should be ten [10] pages long, but may be longer if it includes illustrations and/or figures that appropriately supplement the text. The text should be double spaced, and have 1-inch margins. Citations and references must be diligently made. The paper and its in-class presentation are worth 30% of the total grade. In-class presentations will be held over the last two weeks of the course.

The paper must be organized in terms of the following five sections:

- Section 1: Describe your chosen disaster in terms of its location and date. Identify the nature and the cause of the disaster. Argue why and in what ways your chosen disaster is a [deviation from the norm] and [a system-wide crisis]. Argue why your chosen disaster is not a discrete, random, exogenous event but is a [social process].
- Section 2: Model your disaster as a [sequential build-up of events] by identifying the following stages in [deviation from the norm]: [a] disaster pre-conditions, [b] weakening of the buffer conditions and decline in resiliency, [c] occurrence of the [trigger] event, and a moment of [climax], [d] manifestation of the disaster as [deviation from the norm] in terms of its primary impacts, [e] continuance of the crisis through secondary and tertiary effects, [f] post-disaster efforts to contain disaster impacts, and [g] the process of [restoring the norm].
- Section 3: Divide this section in three subsections in terms of the model presented in part 2, to closely examine [3.1] economic preconditions of your disaster, [3.2] economic impacts of your disasters, and [3.3] economic policies to mitigate disasters. In sub-section [3.1], explain in detail the economic preconditions in terms of [hazards] and [vulnerability] conditions. In subsection [3.2] explain in detail the economic impacts of the disaster on various groups of people. Next, analyze the possible macroeconomic and microeconomic effects of the disaster. In sub-section [3.3], apply the tools of economic analysis introduced in the course to suggest possible mitigating measures by introducing [cost-benefit] analysis.
- Section 4: Conclusion. Highlight the main arguments and conclusions of the paper.
- Section 5: References and citation: List the references by citing the title, author, publication date, and publication outlet [journal, news paper, edited volume etc.].

## RELEVANT DATES FOR THE LONG ESSAY AND PRESENTATION

- ∞ Section 1 of the paper [due in class on October 27<sup>th</sup>]  
Describe your chosen disaster in terms of its location and date. Identify the nature and the cause of the disaster. Argue why and in what ways your chosen disaster is a deviation from the norm and a system-wide crisis. Argue why your chosen disaster is not a discrete, random, exogenous event but is a social process. This synopsis will be section 1 of your final paper. It should be two [2] pages long [no more, no less], double-spaced, with 1-inch margins.
- ∞ Presentations: Week 15 and 16 [No exception will be allowed].
- ∞ Final paper [due by Thursday December 16<sup>th</sup>] [No exception will be allowed].

## UNIVERSITY-WIDE POLICIES ON ATTENDANCE AND LATENESS, PLAGIARISM, AND DISABILITIES

### POLICY ON ATTENDANCE AND LATENESS

Absences justify some grade reduction and a total of four absences mandate a reduction of one letter grade for the course. More than four absences mandate a failing grade for the course, unless there are extenuating circumstances, such as the following:

- an extended illness requiring hospitalization or visit to a physician (with documentation)
- a family emergency, e.g. serious illness (with written explanation)
- observance of a religious holiday

The attendance and lateness policies are enforced as of the first day of classes for all registered students. If registered during the first week of the add/drop period, the student is responsible for any missed assignments and coursework. For significant lateness, the instructor may consider the tardiness as an absence for the day. Students failing a course due to attendance should consult with an academic advisor to discuss options.

Some instructors might stipulate different guidelines for attendance based on the nature of the course assignments (such as studios, laboratories, workshops) or the course schedule (half-semester classes, classes meeting once a week). For additional information about attendance and lateness, please refer to the syllabus.

### PLAGIARISM

Plagiarism is the unacknowledged use of someone else's work as one's own in all forms of academic endeavor (such as essays, theses, examinations, research data, creative projects, etc), intentional or unintentional. Plagiarized material may be derived from a variety of sources, such as books, journals, internet postings, student or faculty papers, etc. This includes the purchase or outsourcing of written assignments for a course. A detailed definition of plagiarism in research and writing can be found in the fourth edition of the MLA Handbook for Writers of Research Papers, pages 26-29. Procedures concerning allegations of plagiarism and penalties are set forth in the Lang catalog.

### DISABILITIES

In keeping with the University's policy of providing equal access for students with disabilities, any student requesting accommodations must first meet with Student Disability Services. Jason Luchs or a designee from that office will meet with students requesting accommodations and related services, and if appropriate, provide an Academic Adjustment Notice for the student to provide to his or her instructors. The instructor is required to review the letter with the student and discuss the accommodations, provided the student brings the letter to the attention of the instructor. This letter is necessary in order for classroom accommodations to be provided. Student Disability Services is located at 70 Fifth Avenue - 5th Floor. The phone number is (212) 229-6626. Students and faculty are expected to review the Student Disability Services webpage. The webpage can be found at <http://www.newschool.edu/studentaffairs/disability/>, and the office is available to answer any questions or concerns.

## COURSE CALENDAR AND READINGS

Please note that the course calendar and the dates of quizzes/assignments are subject to revision. Also, topics may be reordered/ reorganized; reading lists may be revised, and new readings may be added. Such changes will, however, be announced in advance in class.

### Week 1

- 8/30 What is a disaster?  
9/1 Disaster and the role of media

#### Readings:

- [1] Haiti devastated by massive earthquake [January 13<sup>th</sup>, 2010]  
<http://news.bbc.co.uk/2/hi/8455629.stm>  
[2] Massive earthquake strikes Chile [February 27<sup>th</sup>, 2010]  
<http://news.bbc.co.uk/2/hi/8540289.stm>

### Week 2

- 9/6 No class (Labor Day Weekend)  
9/8 Alternative approaches to disaster analysis

#### Readings:

- [1] Hewitt, Kenneth. (1997). [Danger and Modernity], Introduction in *Regions of Risk: A Geographical Introduction to Disasters*. Addison Wesley Longman Ltd, pp. 1-17.  
[2] Oliver-Smith, Anthony. (1996). [Anthropological Research on Hazards and Disasters]. *Annual Review of Anthropology*. Vol. 26, pp. 303-328.

### Week 3

- 9/13 Alternative approaches to disaster analysis [continued]  
9/14 Introduction to Economic analysis of disaster

#### Readings:

- [1] Susman, Paul; Phil O'Keefe and Ben Wisner. (1983). [Global Disasters, a Radical Interpretation], in *Interpretations of Calamity: From the Viewpoint of Human Ecology* ed. Kenneth Hewitt. George Allen and Unwin (Publishers) Ltd. pp. 263-83.  
[2] Tierney, Kathleen J. (2007). [From the Margins to the Mainstream? Disaster Research at the Crossroads]. *Annual Review of Sociology*. Vol. 33, pp. 603-26.  
[3] Cavallo, Eduardo and Noy, Ian. 2009. [The Economics of Natural Disasters: A Survey], Department of Research and Chief Economist, Inter-American Development Bank, December 2009.

### Week 4

- 9/20 Documentary film: The day the earth shook  
9/22 Hazards: Earthquakes, San Francisco 1906, Gujarat 2001, Seattle 2001  
Due date: Essay 1: [Alternative Approaches to Disaster Analysis: A Survey]

#### Readings:

- [1] Kates, Robert W. (1971). [Natural Hazard in Human Ecological Perspective: Hypotheses and Models]. *Economic Geography*, Vol. 47, No. 3 (Jul., 1971), pp. 438-451.  
[2] Whitlow, John. (1979). [Environmental Hazards], Chapter 1 in *Disasters: The Anatomy of Environmental Hazards*. The University of Georgia Press. pp. 19-28.  
[3] Earthquake Information  
<http://earthquake.usgs.gov/earthquakes/>  
[4] Earthquake in San Francisco [April 18<sup>th</sup>, 1906].  
[a] The great San Francisco earthquake (US Geological Survey (USGS))  
<http://earthquake.usgs.gov/regional/nca/1906/18april/index.php>  
[b] National Geographic Channel- Great Quake  
<http://channel.nationalgeographic.com/channel/greatquake/>  
[5] Earthquake in Gujarat, India [January 26th, 2001]  
[a] <http://archives.cnn.com/2001/US/02/28/northwest.quake.06/index.html>  
[b] Gujarat Quake (BBC News World Edition, March 10th 2003)  
[http://news.bbc.co.uk/2/hi/in\\_depth/world/2001/south\\_asia/gujarat\\_quake/default.stm](http://news.bbc.co.uk/2/hi/in_depth/world/2001/south_asia/gujarat_quake/default.stm)  
[6] Earthquake in Seattle, USA [February 28th, 2001]  
Seattle tries to get back to normal (CNN, February 28th 2001)

### Week 5

- 9/27 Vulnerability  
9/29 Group discussion 1: [Class, race and vulnerability, based on case study: Hurricane Katrina, New Orleans, 2005]

#### Readings:

- [1] Cutter, Susan. (2006). [The Geography of Social Vulnerability: Race, Class, and Catastrophe]. Social Science Research Council (Published on: Jun 11, 2006). [src.org](http://src.org).

- [2] Hewitt, Kenneth. (1997). (Chapter 6) 'Vulnerability Perspectives: The Human Ecology of Endangerment', in *Regions of Risk: A Geographical Introduction to Disasters*. Addison Wesley Longman Ltd. pp. 141-194.
- [3] Travis, John. (2005). 'Hurricane Katrina: Scientists' Fears Come True as Hurricane Floods New Orleans'. *Science*, Vol. 309, No. 5741 (September 9<sup>th</sup> 2005), pp. 1658-1659  
<http://www.sciencemag.org/cgi/content/full/309/5741/1658>

Week 6

- 10/4 Quiz 1; Documentary film: 'A Narmada Diary' (1995)
- 10/6 Group Discussion 2: 'Hazard vis-à-vis vulnerability analysis, based on two case studies: Irish famine, Bhopal tragedy'

Readings

- [1] Regan, Colm. (1983). 'Underdevelopment and Hazards in Historical Perspective: An Irish Case' (Chapter 6) in *Interpretations of Calamity: From the Viewpoint of Human Ecology* ed. Kenneth Hewitt. George Allen and Unwin (Publishers) Ltd. pp. 98-120.
- [2] Khare, R.S. (1990). 'The Bhopal Tragedy: Labyrinthine Law and Unending Politics'. *Anthropology Today*, Vol. 6, No. 6 (Dec., 1990), pp. 12-14

Week 7

10/11 Risks (Chronic vis-à-vis extreme risks)

10/13 Floods in Bangladesh

Readings:

- [1] Renn, Orl. (1998). 'Three decades of risk research: Accomplishments and new challenges'. *Journal of Risk Research*, Vol. 1, No. 1 (Jan., 1998), pp. 49-71
- [2] Martin, Duncan. (2008). 'Stuff Happens (Introduction)', in *Managing Risk in Extreme Environments*. Kogan Page Limited, pp. 1-8.
- [3] Martin, Duncan. (2008). 'Flood (Chapter 8)', in *Managing Risk in Extreme Environments*. Kogan Page Limited, pp. 117-130.
- [4] Zaman, M. Q. (1993). 'Rivers of Life: Living with Floods in Bangladesh'. *Asian Survey*, Vol. 33, No. 10. pp. 986-996

Week 8

10/18 Quiz 2; Model of disaster: 'Sequential build-up of events' and 'social process'

10/20 Group Discussion 3: 'Disaster as a sequential build-up of events', based on two case studies: Genocide, Great Lake Regions of Africa, 1996-97; Civil war and famine, Southern Sudan, 1997

Readings:

- [1] Albala-Bertrand, J. M. (2000). 'Responses to Complex Humanitarian Emergencies and Natural Disasters: An Analytical Comparison', *Third World Quarterly*, Vol. 21, No. 2, pp. 215-227.
- [2] Drumre, Jeff. (1998). 'The Political Roots of Famine in Southern Sudan', *Middle East Report*, No. 208, US Foreign Policy in the Middle East: Critical Assessments (Autumn, 1998), pp. 6-6.
- [3] Lemarchand, René. (1998). 'Genocide in the Great Lakes: Which Genocide? Whose Genocide?'. *African Studies Review*, Vol. 41, No. 1 (April, 1998), pp. 3-16.

Week 9

10/25 Group Discussion 4: 'Disaster and the economy', based on the three assigned readings.

10/27 Discussion: Biography of a Disaster (Part 1)

Due date: Section 1 of final paper 'Biography of a disaster'

Readings:

- [1] ODI Briefing Paper. (November 2005). 'Aftershocks: Natural disaster risk and economic development policy'
- [2] Andersen, Torben Juul. (2003). 'Globalization and Natural Disasters: An Integrative Risk Management Perspective' (Chapter 4), in *Building Safer Cities: The Future of Disaster Risk*, Disaster Risk Management Series [No. 3], edited by Alcira Kreimer, Margaret Arnold and Anne Carlin, World Bank.  
<http://www.unisdr.org/eng/library/literature/7759.pdf#page=99>
- [3] Richard A. Couto. 1989. 'Economics, Experts, and Risk: Lessons from the Catastrophe at Aberfan'. *Political Psychology*, Vol. 10, No. 2 (Jun., 1989), pp. 309-324

Week 10

11/1 Macroeconomic impacts of disaster: Disruption of the circular flow of output/income

11/3 Natural Disasters and Economic Development in the island state of Dominica

Readings:

- [1] Albala-Bertrand, J. M. (2003). 'Urban Disasters and Globalization' (Chapter 5), in *Building Safer Cities: The Future of Disaster Risk*, Disaster Risk Management Series [No. 3], edited by Alcira Kreimer, Margaret Arnold and Anne Carlin, The World Bank.  
<http://www.unisdr.org/eng/library/literature/7759.pdf#page=99>
- [2] Benson, Charlotte; and Edward J. Clay. (2001). 'Appendix A: Dominica: Natural Disasters and Economic Development in a Small Island State', in *Understanding the Economic and Financial Impacts of Natural Disasters*, Disaster Risk Management Series [No. 4] The World Bank. pp. 69-77.

[http://www.odf.org.uk/events/disasters\\_2004/natural\\_disasters\\_report.html](http://www.odf.org.uk/events/disasters_2004/natural_disasters_report.html)

- [3] Colander, David. (2007). 'Economic Institutions (Chapter 3)', in *Economics*, Seventh Edition, McGraw-Hill, pp. 53-72.

#### Week 11

- 11/8 Microeconomic impact of disaster: Changes in household demand and supply of labor  
11/10 Group Discussion 5: Household preparedness in draught prevention in rural Africa

#### Readings:

- [1] Adams, Alayne M.; Jindra Cekan; and Rainer Sauerbom. (1998). 'Towards a Conceptual Framework of Household Coping: Reflections from Rural West Africa', *Africa: Journal of the International African Institute*, Vol. 68, No. 2 (1998), pp. 263-283  
[2] Banerjee, L. (2007). 'Flood Disasters and Agricultural Wages in Bangladesh', *Development and Change*, Vol. 38, No. 4, pp. 641-664  
[3] Colander, David. (2007). 'Supply and Demand (Chapter 4)', in *Economics*, Seventh Edition, McGraw-Hill, pp. 81-99.

#### Week 12

- 11/16 Accounting for the loss; Off-shore drilling and deep sea oil spill in Gulf of Mexico, 2010; Exxon-Valdez oil spill Alaska 1989, Hurricane Katrina New Orleans 2005, Earthquake Lisbon 1756  
11/17 Documentary film: 'Aftershocks: The rough guide to democracy'  
Due date: Essay 2: 'Macroeconomic Impact of Disaster: A Survey'

#### Readings:

- [1] Newspaper reports on off-shore drilling and deep sea oil spill in Gulf of Mexico, 2010  
[2] Paine, R. T.; Jennifer L. Ruesink; Adrian Sun; Elaine L. Soulanille; Marjorie J. Wonham; Christopher D. G. Harley; Daniel R. Brumbaugh; and David L. Secord. (1996). 'Trouble on oiled waters: Lessons from the Exxon Valdez Oil Spill', *Annual Review of Ecological Systems*, Vol. 27, pp. 197-236  
[3] Pereira, Alvaro S. (2006). 'The Opportunity of a Disaster: The Economic Impact of the 1756 Lisbon Earthquake', CHERRY Discussion Paper Series (CHERRY DP 03/06), Center for Historical Economics and Related Research at York, University of York, York, YO10 5DD, United Kingdom  
[4] Disaster Recovery, LSU, October 2006, 'Preliminary Estimates of Cumulative Economic Impact From Hurricanes Katrina and Rita to Louisiana Agriculture Due to Reduced Revenue and Increased Costs'

#### Week 13

- 11/22 Out-of-class assignment 1: Economic crisis as a sequential build-up of events  
Due date: Essay 'Economic Crisis as a sequential build-up of events: A Response Paper'  
11/24 No class (Thanksgiving Weekend)

#### Readings:

- [1] Argitis, George. (2003). 'Finance, Instability and Economic Crisis: The Marx, Keynes and Minsky: Problems in Contemporary Capitalism', Paper presented in the Conference 'Economics for the Future', Celebrating 100 Years of Cambridge Economics, 17-19 September 2003, Cambridge, UK.  
[2] Krugman, Paul. (November 28, 2008). 'Lest We Forget'. Op-ed column in The New York Times  
[3] Nitzan, J. and Bichler, Shimshon. (June 2009). 'Contours of Crisis III: Systemic Fear and Forward-Locking Finance', Montreal and Jerusalem, <http://bnarchives.net/>

#### Week 14

- 11/29 Cost-benefit analysis and disaster planning at the macro-scale  
12/1 Cost-benefit analysis and application of disaster planning in earthquake preparedness

#### Readings:

- [1] Colander, David. (2007). *Economics*, selected parts, Seventh Edition, McGraw-Hill  
[a] 'Economics and Economic Reasoning' (Chapter 1), pp. 15-18,  
[b] 'Market Failure versus Government Failure' (Chapter 10), pp. 442,  
[c] 'Microeconomic Policy, Economic Reasoning and Beyond' (Chapter 20), pp. 456-8.  
[2] Mechler Reinhard. (2003). 'Natural Disaster Risk and Cost-Benefit Analysis' (Chapter 3), in *Building Safer Cities: The Future of Disaster Risk*, Disaster Risk Management Series [No. 3], edited by Alcira Kreime Margaret Arnold and Anne Carlin, The World Bank

#### Weeks 15 and 16

- Presentations on final paper  
Final paper to be submitted by Thursday December 16<sup>th</sup>

## IMPORTANT DATES FOR THE COURSE

- September 22: Essay 1 [due in class] Alternative Approaches to Disaster Analysis: A Survey
- September 29: Group discussion 1  
Class, race and vulnerability; Hurricane Katrina, New Orleans, 2005
- October 4: Quiz 1 [On Hazards, Vulnerabilities]
- October 6: Group Discussion 2  
Hazard vis-à-vis vulnerability analysis; Irish famine, Bhopal tragedy
- October 18: Quiz 2 [On Risks]
- October 20: Group Discussion 3  
Disaster as a sequential build-up of events; Genocide, Great Lake Regions of Africa, 1996-97; Civil war and famine, Southern Sudan, 1997
- October 25: Group Discussion 4  
Disaster and the economy
- October 27: Section 1 of final paper Biography of a disaster [due in class]
- November 8: Essay 2 [due in class] Macroeconomic Impact of Disaster: A Survey
- November 10: Group Discussion 5  
Household preparedness in draught prevention in rural Africa
- November 17: Essay 2: Macroeconomic Impact of Disaster: A Survey
- November 22: Essay 3 [electronic submission] Economic Crisis: A Response Paper
- December 6, 8, 13 and 15: Presentation of final paper Biography of a disaster
- December 16: Final paper Biography of a disaster [electronic submission]

**PSY 166  
Gillet 319**

**Fall 2008  
Tuesday and Thursday 2-3:15 pm**

**Office Hours:** Tuesday and Thursday 3:30 – 4:00 pm By appointment only

**Email:** Subject of message must contain PSY 166.

**Textbook:** Invitation to Psychology by Wade and Tavris, Prentice Hall, 2005.

Welcome to introductory psychology. The purpose of this course is to introduce you to the systematic and scientific study of individual and social processes. Reading the text prior to coming to class and attending lectures is essential to achieving success in this course. The class will consist of lecture and discussion. In order to facilitate discussion it is necessary to read the chapter before coming to class, prepare notes, and write out any questions that you may have.

**Research Participation Requirement:** You must also fulfill three research participation requirements for the course. These requirements are worth five credit points towards your final grade. Another handout will explain exactly how to satisfy this requirement. If you under the age of 18, you must get parental consent. The form is available in the Psychology department office, GI113. **They can be done early...so do them early.**

**Exams:** There will be three mid-term exams and a cumulative final exam which for a total of four exams. The lowest exam score will be dropped in calculating your final average. Exams cover all the material in the assigned readings (chapters) as well as everything discussed in lecture. The exams will be multiple choice and also have a written section (some consider this to be an “essay” section). You are required to bring at least 2 sharpened pencils to each exam for the multiple choice portion of the exam.

**Quizzes:** There will be nine quizzes and the lowest two scores will be dropped in calculating the final quiz average. Twenty words for the chapter we are covering will be selected and assigned before the quiz. You will have 15 minutes to write a short definition (2-3 sentences) explaining the term and its importance. On one side of the quiz you will be asked to define the term and give an example. On the other side of the quiz you will only be required to define the term. You will be required to define 10 words from a shortened list of 15 that will be on the quiz page. **The quiz is given during the first 15 minutes of class.**

**Summary/ Double Entry Quotations:**

There are ten Summary/Double Entry Quotation (Sum Q) assignments due throughout the semester. They must be typed with one inch margins. We will cover in class the procedure and structure of the assignment. These Sum Q assignments will be used on the day they are due to begin our class discussion. We will use the Sum Q as a reference to dialogue the ideas covered and to engage and develop interesting topics and questions from the reading and quotes selected. Each week three volunteers will begin the discussions.

Each Sum Q is worth 20 points toward a total of 200 points. If a student arrives more than five minutes after class begins, the assignment is considered late and is marked late (a loss of 5 points). **Each day** (including weekends and days the class does not meet) an assignment is late it depreciates 5 points in value to a maximum penalty of 0 points (this means if the assignment were perfect and received the full 20 points and were handed in 4 days late, the grade is 10; 8 days late, the grade is 0). If a student cannot attend class on one of the days the Sum Q is due they must email the assignment **before** the beginning of class time to avoid the penalty. All assignments must be printed and brought to class by the beginning of the next class meeting.

### **Grade Policy:**

- There are no make-ups or incompletes. If you miss an exam or a quiz, the grade is recorded as 30 points.  
Copies of exams are not given to people who do not take the exam.
- The lowest exam grade is dropped when calculating the final average. Taking all four exams improves your chances of getting the highest possible grade.
- Your final score is calculated by adding together:
  - 60% of the average of the three highest exam scores,
  - 15% of the average of the seven highest quiz scores,
  - 15% of the total of all your Sum Q scores,
  - 5 points for Research Participation,
  - 5 points from other projects and short quizzes.

The actual total score (not “rounded” up or down) determines the grade as follows:

108 and above: A	92-94: C+
105-107: A-	88-91: C
102-104: B+	85-87: C-
98-101: B	84-84: D+
95-97: B-	78-81: D
	77 and below: F

Please note that an “A” is 108 or higher. A score of 107.9999 is an “A-.” And a score of 104.9999 is a “B+.”

**Extra Credit:** Up to 10 extra credit points can be added to each of your exam scores and is described on the following page.

### OPTIONAL Extra Credit

The following describes what students can do to earn extra credit in this course. Please note that these are **not required**. Ask me if something about these guidelines aren't clear.

#### WHAT TO DO:

- 1) Get a copy of the New York Times each Tuesday. Previous issues of the New York Times can also be used and are available at the library and for free on the New York Times Website. There is a fee for some archived articles, but there are many articles on Psychology available for no fee.
- 2) Section "C" of the New York Times (on Tuesday and Tuesday only) is called the Science Times. Look through the Science Times and find an article that is relevant to Psychology. (**Ask me and/or look in the Table of Contents of your text book** to see if the article is relevant to psychology. **THE MAJOR REASON PEOPLE DON'T GET CREDIT FOR ARTICLES IS THAT THEY CHOOSE ARTICLES NO RELATED TO PSYCHOLOGY.** There is usually one major article related to psychology each Tuesday. You can go back to previous issues, if there aren't any current ones in a given week.) *Articles must be approved by the instructor.*
- 3) The article you select must be a **major** article. By major, I mean that it has to start on one page and be continued on another (or take up one full page). Short filler pieces are **not** acceptable.
- 4) Read the article IN YOUR OWN WORDS, write a summary of the article. Pretend I haven't read the article. Tell me what the article was about - what the researchers are trying to figure out, what the problems are, what they have been able to find out so far, what they are hoping to do in the future, and what your personal reactions were. **The second major reason people get no credit is because they have used the phrasing of the article's author. THIS IS PLAGIARISM AND WILL RECEIVE NO CREDIT AT ALL.**
- 5) The summary **must be typed**.
- 6) Your summary should be about 1 & ½ to 2 double-spaced typed pages (about 500 words).
- 7) Staple a copy of the actual article to your summary.
- 8) **THE WORK MUST BE TURNED IN BEFORE EACH EXAM. NO SUMMARIES ARE ACCEPTED AFTER THE EXAM.**

#### HOW MUCH EXTRA CREDIT CAN YOU EARN?

- 1) You can earn as many as 5 points for each article summary you turn in. (If your work has ANY copying in it, is not typed, incomplete, or not related to psychology it will be given back and NO extra credit will be given.)
- 2a) You can turn in as many as 2 articles before the first exam. This means you can have as many as 10 points added to the first exam.
- b) You can turn in as many as 2 articles after the first exam and before the second exam. This means you can add as many as 10 points onto your second exam score.
- c) You can turn in as many as 2 articles after the second exam and before the third exam. This means you can have as many as 10 points added onto your third exam score.
- d) You can turn in as many as 2 articles on the last day that class meets. This means that you can have as many as 10 points added onto your final exam.

**NOTICE:** Articles turned in on the day of or after an exam cannot count toward an earlier exam. Summaries will not be taken after the last day of class. Extra credit must be turned in before an exam is given in order to be credited toward the exam. **AGAIN:** If you copy the phrases or words of the author, or make only minor changes to the author's organization and wording, you will earn no credit for it.

**Schedule for Fall 2008 Psy 166**

9/2		9/4	Introduction, letter, lecture on Ch 1
9/9	Note taking workshop and SumQ	9/11	<b>SumQ 1</b> , Lecture on Ch 1, Ch 4
9/16	Quiz 1 on Ch 4, Lecture on Ch 4	9/18	Lecture on Ch 4 addendum information
9/23	Quiz 2 on Ch 5, lecture on Ch 4 addendum and begin Ch 5	9/25	<b>SumQ 2</b> , Lecture on Ch 5
9/30	No Classes - College is closed	10/2	Quiz 3 on Ch 6, lecture on Ch 6
10/7	<b>SumQ 3</b> , Lecture on Ch 6	10/9	No Classes - College is closed
10/14	No classes-College follows Monday schedule	10/16	<b>Exam 1</b> on Ch 1, 4, 5, and 6
10/21	<b>SumQ 4</b> , Lecture on Ch 8	10/23	Quiz 4 on Ch 2, Lecture on Ch 8 and 2
10/28	<b>SumQ 5</b> , Lecture on Ch 2	10/30	Quiz 5 on Ch 3, Lecture on Ch 2 and 3
11/4	<b>SumQ 6</b> , Lecture on Ch 3	11/5	Quiz 6 on Ch 7, Lecture on Ch 3 and 7
11/11	<b>SumQ 7</b> , Lecture on Ch 7	11/12	<b>Exam 2</b> on Ch 2, 3, 7, and 8
11/18	Quiz 7 on Ch 9, Lecture on Ch 9	11/19	Quiz 8 on Ch 10, Lecture on Ch 9 and 10
11/25	<b>SumQ 8</b> , Lecture on Ch 10	11/27	No classes, Thanksgiving
12/2	Quiz 9 on Ch 13, Lecture on Ch 10 and 13	12/4	<b>SumQ 9</b> , Lecture on Ch 13
12/9	Quiz 10 on Ch 14, Lecture on Ch 13 and 14	12/11	<b>SumQ 10</b> , Lecture on Ch 14
12/16	<b>Exam 3 on Ch 9, 10, 13, and 14</b>	12/18	Return Exam 3, answer questions
12/23	<b>Cumulative Final Exam</b>		

**Quiz Vocabulary Words for PSY 166**

Quiz 1 -Chapter 4

neuron	synapse	plasticity	central nervous system (CNS)
action potential	endorphins	endocrine glands	parasympathetic nervous system
medulla	amygdala	electoencephalogram (EEG)	peripheral nervous system (PNS)
cerebral hemispheres	cerebrum	corpus callosum	autonomic nervous system
frontal lobes	Broca's area	split-brain surgery	sympathetic nervous system

Quiz 2 - Chapter 5

consciousness	circadian rhythm	melatonin	seasonal affective disorder
non-REM sleep	hypnosis	rapid eye movement (REM)	premenstrual syndrome (PMS)
dissociation	hidden observer	stimulants	psychoanalytic theory of dreams
"think-drink" effect	depressants	opiates	altered states of consciousness
marijuana	tolerance	withdrawal symptoms	problem-focused approach to dreams

### Quiz 3 - Chapter 6

sensation	perception	synesthesia	absolute threshold
selective attention	retina	rods and cones	trichromatic theory
figure and ground	Gestalt principles	perceptual constancy	perceptual illusion
loudness	timbre	basilar membrane	taste buds
phantom pain	semicircular canals	gate-control theory of pain	subliminal perception

### Quiz 4 - Chapter 2

psychodynamic theories	personality	Sigmund Freud	the Big Five personality traits
reciprocal determinism	id	defense mechanisms	psychosexual stages
secondary traits	superego	heritability	humanist psychology
Oedipus complex	trait	Carl Jung	nonshared environment
existentialism	congruence	temperament	individualist vs collectivist cultures

### Quiz 5 - Chapter 3

developmental psychology	maturation	contact comfort	authoritarian versus authoritative parenting styles
telegraphic speech	Jean Piaget	assimilation	critical period for language acquisition
object permanence	accommodation	gender identity	Kohlberg's theory of moral reasoning
gender schema	adolescence	language acquisition device	puberty
Erik Erikson	identity crisis	secondary sex characteristics	schemas

### Quiz 6 - Chapter 7

thinking	prototype	cognitive schema	triarchic theory of intelligence
subconscious processes	implicit learning	mindlessness	convergent versus divergent thinking
algorithm	deductive reasoning	inductive reasoning	availability heuristic
avoidance of loss	hindsight bias	confirmation bias	cognitive dissonance
intelligence	heuristic	intelligence quotient (IQ)	achievement versus aptitude tests

### Quiz 7 – Chapter 9

Unconditional stimulus	behaviorism	unconditional response	classical conditioning
Higher-order conditioning	operant conditioning	spontaneous recovery	discriminative stimulus
punishment/punishers	shaping	continuous reinforcement	behavior modification
social-cognitive theories	latent learning	observational (vicarious) learning	extrinsic and intrinsic reinforcers
intermittent (partial) schedule of reinforcement		positive and negative reinforcement and punishment	
Extinction (classical conditioning)		primary reinforcers and punishers	

### Quiz 8 - Chapter 10

social psychology	cultural psychology	norms (social)	role
routinization	situational attributions	self-serving bias	just-world hypothesis
blaming the victim	attitude	cognitive dissonance	diffusion of responsibility
bystander apathy	social loafing	deindividuation	social identity
ethnic identity	stereotype	prejudice	contact hypothesis

### Quiz 9 - Chapter 13

emotion	primary emotions	general adaptation syndrome	internal versus external locus of control
facial feedback	amygdala	problem-focused coping	primary versus secondary control
body language	stressors	secondary emotions	alarm, resistance, and exhaustion phases of stress
attributions	display rules	progressive relaxation	emotion-focused coping
epinephrine	reappraisal	social support	pessimistic and optimistic explanatory styles

### Quiz 10 - Chapter 14

Motivation	intrinsic motivation	extrinsic motivation	approach goals versus avoidance goals
triangular theory of love	gender roles	attachment theory of love	Maslow's hierarchy of needs
set point	bulimia	anorexia	need for achievement
need for affiliation	performance goals	mastery (learning) goals	Thematic Apperception Test (TAT)
self-fulfilling prophecy	self-efficacy	sexual scripts	approach and avoidance conflicts

### Summary and Double Entry Log Quotation Assignments

- 1) Chapter 4 pages 116-118 (How Neurons Communicate)
- 2) Chapter 5 pages 154-158
- 3) Chapter 6 pages 199-204
- 4) Chapter 8 pages 262-267
- 5) Chapter 2 pages 41-44
- 6) Chapter 3 pages 80-84
- 7) Chapter 7 pages 217-221 (Thinking)
- 8) Chapter 10 pages 318-323
- 9) Chapter 13 pages 430-436
- 10) Chapter 14 pages 471-476

## Essay questions for Exams 1, 2, and 3 for PSY 166

There are four essay questions given for each of the three exams. On each exam there will only be two of the essay questions available and you will be required to answer one of them.

### Exam 1

- 1) For years, the conventional assumption in neuroscience has been that neurons in the central nervous system could neither reproduce nor regenerate. Then, as researcher Samuel Weiss put it, “there was a result that challenged everything I had learned when I was a student.” Describe some of the startling results of studies that have overthrown the conventional wisdom regarding neuronal regeneration. Discuss potential for stem cell research with human embryos.
- 2) List and briefly describe the major categories of psychoactive drugs.
- 3) Describe what is meant by perceptual constancy and describe four types of perceptual constancies, providing examples of each to illustrate your point.
- 4) Discuss the roles of need, beliefs, emotions, and expectations as influencing factors in our perception of the world around us.

### Exam 2

- 1) It was over a century ago that Sigmund Freud published his theory; how has his work stood the test of time? How is psychoanalytic theory regarded by psychologists and other scholars of the 21<sup>st</sup> century? Incorporate Freud’s therapeutic interaction with his 18-year old patient, Dora, into your essay.
- 2) Describe the relationship between motivation and intellectual success, with specific reference to research comparing Asian culture with American culture. Discuss the following factors with regard to cultural differences in motivation and intellectual success: (1) beliefs about intelligence; (2) standards of performance; and (3) values regarding education. Do you believe Americans can change with regard to these three factors? Why or why not?
- 3) King and Kitchener (1994) asked adolescents and adults to explain how they had decided to adopt a particular stance on a controversial issue. The responses were categorized in seven stages of reflective thought that could be combined into three main groups: pre-reflective judgement, quasi-reflective judgement, and reflective judgement. Distinguish between these three groups of judgement and describe the typical responses from adolescents and adults in each of these three groups of judgements.
- 4) There are four circumstances that make it more likely for confabulation to occur. Wade and Tavris illustrate these four conditions, using the true story of an acquaintance. For years, the woman thought that she attended a party with an uncle who hammered a wall until it collapsed. But she wasn’t there! Describe the four circumstances favoring confabulation, using her story to illustrate your points.

### Exam 3

- 1) Solomon Asch, in his experiments testing conformity, wanted to know what people would do when a group unanimously contradicted an obvious fact. Describe his study and discuss what was found in his study and in the many replications of his work. Discuss reasons for why people conform, and briefly discuss the advantages and disadvantages of conformity.
- 2) Many components of emotional experience are specifically localized in the brain. What have researchers learned about emotion and the brain, especially in regard to:
  - a. The different roles played by each cerebral hemisphere;
  - b. The key role the amygdala plays in emotion;
  - c. The interaction between the amygdala and the cerebral cortex in “completing” the emotional picture;
  - d. The effects of brain damage to the amygdala;
  - e. The effects of brain damage to critical areas of the cortex dealing with emotion.
- 3) The textbook provides a scenario for assessing the role of culture in emotional reactions:  
A young wife leaves to draw water from a well and her husband watches as a male stranger asks for some water. She gives the stranger water and invites him home for dinner. The husband, wife, and guest share a pleasant meal and then the husband invites the guest to spend the night – with his wife. The guest accepts. In the morning the husband leaves early to bring home breakfast and when he returns his wife is once again in bed with the visitor.  
How do men from different cultures define what an insult is? At what point in the story does the husband feel angry? Explain how the reactions depend on the culture of each person.
- 4) Evolutionary psychologists believe that sex differences in courtship and mating practices evolved in response to human survival needs. In this view, what is adaptive behavior for males? What is adaptive behavior for females? What conclusions do evolutionary psychologists draw from these two opposite sexual strategies? How have these traditional evolutionary approaches been criticized?