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**PSYCHOLOGY 311 (3 SS/IS CREDITS)**  
**SPECIAL TOPICS IN PSYCHOLOGY: DISASTERS AND PSYCHOLOGY**  
**SPRING 2019**

**Instructor:** Dr. Sandy Neumann

**Office hours:** T 10:30am-11:20am

**Office:** STEM 522

**Prereq:** C- or better in PSY 202 or consent of Dr. N.

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**Required texts**

Dwyer, J. & Flynn, K. (2005). *102 minutes: The untold story of the fight to survive inside the Twin Towers*. New York: Henry Holt.

(ISBN 13: 978-0060815653)

Gess, D. & Lutz, W. (2002). *Firestorm at Peshtigo: A town, its people, and the deadliest fire in American history*. New York: Henry Holt.

(ISBN 13: 978-0805067804)

Ripley, A. (2008). *The unthinkable: Who survives when disaster strikes and why*. New York: Three Rivers Press.

(ISBN 13: 978-0307352897)

**Recommended text:**

Schwartz, B. M., Landrum, R. E., & Gurung, R.A.R. (2014). *An easy guide to APA style* (2<sup>nd</sup> ed.).

Thousand Oaks, CA: Sage.

(ISBN: 978-1452268392)

**Course format**

I will try to make our class sessions as interesting and invigorating as possible. I will utilize lectures, small and large group discussions, and other activities to accomplish this. In addition, since this is an Interdisciplinary Studies course, we will have a number of guest speakers. I only ask that you make a contribution as well to help make this a class that you would want to come to.

**Learning outcomes**

By the completion of this course, students should be able to:

1. Understand the preparedness, response, recovery, and mitigation phases of a disaster from an interdisciplinary perspective.
2. Discuss, with a fair level of detail, at least 1 specific disaster.
3. Evaluate the Survival Arc theory using narrative data.
4. Use disaster case studies, psychological knowledge, and knowledge from a variety of other academic disciplines to create recommendations for the mitigation of a specific class of disasters.
5. Gather and assess information from printed sources, electronic sources, and observation.
6. Fluently use APA paper formatting style (i.e., citations and referencing, title pages, running heads).
7. Find scholarly, credible sources using electronic databases.

**What I expect from you**

- You will conduct yourself as a ***mature adult***, ready for a college education. Preparing for the day's topic, engaging with the material, asking questions, taking lecture and reading notes are just a few examples of the behavior that is expected. Behaviors such as coming to class

unprepared, engaging in side conversations, sleeping, and/or disrespecting any member of this class will not be tolerated. If you act like an adult, I will treat you as such; if you act like a 5-year old...

- Although **laptops** and **tablet computers** are welcome in this classroom for the purposes of class-related work (e.g., note-taking, accessing readings), **mobile/smart phones** are not. Furthermore, I expect that you will turn off these devices to prevent them from disrupting class. If an outside commitment (e.g., first responder duties) mandates you to have a phone on and ready, then be sure to inform me ASAP.
- You will conduct yourself in an **honorable manner** when completing exams or any other form of work that will be individually evaluated. For more information, particularly with regards to cheating and plagiarism, please see the Code of Conduct in the Student Handbook.
- You will **not buy into the myth** that it is my responsibility to pass you or to keep you from failing. Whether you pass or fail is up to you.

### **What you can expect from me**

- I will come to class prepared to teach you to the best of my ability.
- I will answer your questions to the best of my ability.
- I will prepare and grade assignments in a fair manner.
- I will make every attempt to engage you in your learning.
- I will take seriously my responsibility to help you acquire and develop the skills needed to be successful in this course and to give you opportunities to show that you have mastered the content of this course.
- I will contribute to a respectful learning environment. All students will be treated in a fair and respectful fashion in my classroom. Differences based on social identities such as ability, age, country of origin, ethnicity, gender, gender expression, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class are welcomed and honored in my classroom.

### **Assistance for students**

If you are in need of immediate access to food, the campus maintains a small food pantry that you can access with no questions asked. It is located in Rm 136A (in the lower hallway of the Leopold science building). Simply stop by and take what you need. Students needing emergency menstrual supplies can go to Laurie Petri in the Library or Dr. N to access them. No questions asked.

### **Accommodations for Students with Learning Disabilities**

Students with a diagnosed learning disability and a UW Accommodation Plan may request applicable instructional and testing accommodations. Requests made with an appropriate amount of notice will be honored. See D2L for the form to request accommodations. The following accommodations are provided on this campus:

#### **Instructional and Campus Access Services**

Preferential seating  
Taped lecture  
Note taker  
Audio textbooks  
Enlarged print

Accessible parking  
Priority registration  
Sign language interpreter  
Braille materials  
Lab assistance  
Library assistance

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C-print captioning  
Accessible furniture

**Testing support services**

Extended time  
Minimal distraction

Reader  
Scribe  
Enlarged print  
Braille  
Access to adaptive software or equipment

**Academic misconduct policy**

- Any student found to have engaged specifically in plagiarism will be given the opportunity to repeat the work to be graded on its merits [UWS 14.04 (c)] and a written reprimand will be placed in the student’s disciplinary file [UWS 14.04(h)].
  - Although there are as many ways to plagiarize as there are students, some common examples include an inappropriate number of properly cited direct quotes, sloppy citation format, incorrect citation format, un-cited use of another’s work, and purchasing another’s work.
- Any student found to have engaged in subsequent acts of academic misconduct, further disciplinary sanctions [e.g., UWS 14.049(f) & (g)] will be pursued.
- Every student has the right to appeal any disciplinary sanction. Please refer to UWS 14.05 and UWS 14.06 for details.

**IGNORANCE OF PLAGIARISM AND/OR PROPER APA STYLE WILL NOT BE ACCEPTED AS AN EXCUSE. WE WILL DISCUSS WAYS TO AVOID PLAGIARISM AND REVIEW APA STYLE, BUT IT IS YOUR RESPONSIBILITY TO SEEK CLARIFICATION IF NEEDED.**

**Graded opportunities**

1. Attendance policy **40.5 points possible (27 classes @ 1.5 points each)**  
You will earn points toward your final grade by attending class. Starting in Week 2, every class is worth 1.5 points. You may miss 2 **classes** without penalty. If Dr. N misses more than 2 class periods (not including the one already listed in the class schedule), you will be given additional days to miss without penalty.

You will earn points for:

- ✓ Arriving on time
- ✓ Sleeping in class (but I will make fun of you)

You will **NOT** earn points for:

- ✓ Arriving late (5+ minutes)
- ✓ Leaving early (5+ minutes)
- ✓ Using a mobile/smart phone during class

- Absences due to the following reasons (if properly documented) are considered excused and will not count toward your 2 free days: military service, jury duty or other subpoenaed court appearance, inclement weather/college closing, religious observances, federally-protected medical procedures, transfer institution orientation, pregnancy-related complications, and childbirth. It is your responsibility to inform Dr. N of such absences.
- Absences for, among other things, travel for events (e.g., music, art, sporting), non-protected illness and doctor’s appointments will count toward your 2 free days.

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2. Reading facilitation **50 points possible**  
In groups of 2, students will take turns facilitating class discussion of assigned readings. Additional details are available in a separate handout.
3. TQUQ **150 points possible (15 @ 10 points each)**  
You will analyze 15 readings, speakers or videos using the handout provided.
4. Disaster Q&A presentation **50 points possible**  
You will investigate a disaster of your choice and present relevant information to the class. Additional details are available in a separate handout.
5. Survival Arc paper **50 points possible**  
You will write a paper analyzing the Survival Arc in the context of a specific disaster. Additional details are available in a separate handout.
6. Mitigation paper **75 points possible**  
You will investigate a specific class of disaster (e.g., hurricanes or mudslides) and present information relevant to the mitigation of those disasters. Additional details are available in a separate handout.
7. Extra credit **Up to 20 extra credit points toward your final grade**  
Extra credit will be offered at a variety of times throughout the semester. Stay tuned.

#### **Late and make-up policy**

- **Class notes**: It is your responsibility to find out what you missed. Do not ask me for my notes. Do not ask me to post lectures on D2L. Check D2L in case they are already posted or a peer.
- **Attendance**: Points can only be made up in the event of a properly-documented absence for a reason listed above.
- **Most assignments**: Every student starts the semester with a 5-day grace period. These 5 (business) days are yours to use (or not) for any single assignment, or to spread out for multiple assignments. (For example, you may turn in 1 assignment 1 day late, and turn in another assignment 4 days late.) Once all 5 days are used, no other **late** assignments are accepted. Please plan wisely. The first late day begins immediately after the deadline posted in D2L.
  - **A note on the Facilitation & Presentation**: Students will make these assignments up as soon as the schedule allows. Because these assignments affect everyone, not just the single student, every effort must be made to be mindful of the entire class. Also, the un-absent student for the facilitation will experience no deduction of late days.
- **Mitigation paper**: Since this paper is due on the last day of class (i.e., our final exam period), I will not accept any late papers.
- **Extra credit**: Not accepted late.

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## Final grades

Grade	% of total points	Grade	% of total points
A	100% - 93%	C+	79% - 77%
A-	92% - 90%	C	76% - 73%
B+	89% - 87%	C-	72% - 70%
B	86% - 83%	D+	69% - 67%
B-	82% - 80%	D	66% - 63%
		D-	62% - 60%
		F	59 % and below

### Course statement of respect for others:

I am a “diversity psychologist”. This is not a traditional sub-field in psychology – it is a given in the field of psychology. Remember: Psychology is the scientific study of humans. All humans, not just select groups of humans that look like us or those with whom we feel most at ease.

Although typical societal and academic discourse about “diversity” focuses almost exclusively on race or gender, we will strive to expand these horizons. Diversity with regard to social identities logically begins with those differences that are readily apparent (e.g., race, gender, sometimes physical ability). But what is often lost is that diversity, by its very definition, is DIVERSE. To that end, I will encourage investigations of a variety of social identities.

As such, it is important to construct a classroom environment that is respectful of and conducive to the learning of ALL THOSE PRESENT. In our efforts to respect and honor each other’s experiences, our guiding mission will be to treat all members of this class, representing diverse backgrounds and social identities including those most saliently based on ability, age, country of origin, ethnicity, gender, gender expression, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class, or any other difference, in a fair and respectful fashion. All opinions will be respected in this class. But those that serve to marginalize any person or group – intentionally or unintentionally – will be challenged.

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## Course Schedule

Week	Date	Topic	Reading Assignment/Guest speaker
<b>Unit 1: Preparedness before disaster strikes</b>			
1	1/29	Welcome, Introductions, Skills & Assignments for this class	Facilitation assignment info <b>DUE</b>
	1/31		
2	2/5	(Dr. N will give a sample Disaster Q&A presentation) Disasters: How can psychology help? (Dr. N will give a sample reading facilitation)	Gheytanchi et al. (2007)
	2/7	The language of disasters: Terminology from Geology	<ul style="list-style-type: none"> <li>Recorded lecture: Dr. Beth Johnson (Geology)</li> </ul>
3	2/12	Are disasters ever “natural”? Individual disaster preparedness	<ul style="list-style-type: none"> <li>Smith (2006)</li> </ul> <b>Facilitators:</b> Hailey & Victoria <ul style="list-style-type: none"> <li><b>Guest speaker:</b> Sara Pokallus (Disaster prepper)</li> </ul>
	2/14	Individual disaster preparedness, continued National disaster preparedness	<ul style="list-style-type: none"> <li>Levac et al. (2012)</li> </ul> <b>Facilitator:</b> Wesley <ul style="list-style-type: none"> <li>2018 National Preparedness Report (pp. ii, 4-11, &amp; whatever else you want)</li> </ul> <b>Facilitators:</b> Kaylee & Kara
4	2/19	<b>Disaster Q &amp; A presentations during class:</b> Gillian, Erin, Rachael, Adam, Hailey, Roiya, Jackie, Andrew, Ryann, Victoria, Wesley, Kaylee	
	2/21	<b>Disaster Q &amp; A presentations during class:</b> Zaria, Alexis, Kaitlyn, Kara, Rita, Trent, Lindsay, Marissa, Tony, Eric, Brandon	

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Week	Date	Topic	Reading Assignment/Guest speaker
<b>Unit 2: Responses during a disaster</b>			
5	2/26	Who survives and why? Overview of the Survival Arc Denial	<ul style="list-style-type: none"> <li>• <i>The unthinkable</i> (Introduction <b>Facilitator:</b> Dr. N</li> <li>• <i>The unthinkable</i> (Part 1) <b>Facilitators</b> (Part 1 only): Lindsey &amp; Jackie</li> </ul>
	2/28	Deliberation	<ul style="list-style-type: none"> <li>• <i>The unthinkable</i> (Part 2) <b>Facilitators:</b> Tony &amp; Trent</li> </ul>
6	3/5	Decisive moment	<ul style="list-style-type: none"> <li>• <i>The unthinkable</i> (Part 3) <b>Facilitators:</b> Gillian &amp; Marisa</li> </ul>
	3/7	Perceptions of civilian reactions vs. reality	<ul style="list-style-type: none"> <li>• <i>102 minutes</i> (Authors' Note &amp; Prologue) <b>Facilitator:</b> Dr. N</li> <li>• Wester (2011) <b>Facilitators:</b> Zaria &amp; Andrew</li> </ul>
7	3/12	The Twin Towers evacuation study	<ul style="list-style-type: none"> <li>• Proulx et al (2004) <b>Facilitator:</b> Eric</li> </ul>
	3/14	The Survival Arc applied to the Peshtigo firestorm	<ul style="list-style-type: none"> <li>• <i>Firestorm at Peshtigo</i> (C. 9-12) <b>Facilitator:</b> Dr. N</li> </ul> <p><b>No TQUQ allowed</b> <b><i>Survival Arc paper due March 15 by 11:59pm</i></b></p>
<b>Unit 3: Recovery after a disaster</b>			
8	3/19	Communication Infrastructure: 211 and Volunteer Reception Centers	<ul style="list-style-type: none"> <li>• <b>Guest speakers:</b> Lisa Wallis &amp; Ashley Winch (Marshfield Area United Way)</li> </ul>
	3/21	Suicide awareness & prevention	<ul style="list-style-type: none"> <li>• <b>Guest Speaker:</b> Wood Co. Health Department</li> </ul> <p><b>No TQUQ allowed</b></p>
9	3/26-28	SPRING BREAK	
10	4/2	Poetry of disasters	<ul style="list-style-type: none"> <li>• <b>Guest speaker:</b> Dr. Carrie Shippers (English)</li> </ul>
	4/4	Agricultural concerns: HPAI outbreak in 2015	<ul style="list-style-type: none"> <li>• <b>Guest speaker:</b> Dr. Darlene Konkle (Assistant State Veterinarian for Wisconsin)</li> </ul>

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Week	Date	Topic	Reading Assignment/Guest speaker
<b>Unit 4: Mitigation of future disasters: Lessons learned</b>			
11	4/9	Basic survival	<ul style="list-style-type: none"> <li>• <i>The unthinkable</i> (Conclusion)</li> <li>• <i>102 minutes</i> (Epilogue &amp; Afterword)</li> <li>• Ripley (2006)</li> </ul> <b>Facilitators:</b> Adam & Kaitlyn
	4/11	Mitigation paper overview Health care in Cuba after Hurricane Michelle	<ul style="list-style-type: none"> <li>• Rico &amp; Garcia Gomez (2004; scroll down to pp. 21-23)</li> </ul> <b>Facilitator:</b> Rita <ul style="list-style-type: none"> <li>• Teja (2004; scroll down to pp. 24-26)</li> </ul> <b>Facilitators:</b> Erin & Brandon
12	4/16	End-of-life decisions	<ul style="list-style-type: none"> <li>• Silver &amp; Fischhoff (2011)</li> <li>• Rosenthal (2013) <b>or</b> Zottarelli (2010)</li> </ul> <b>Facilitator:</b> Dr. N
	4/18	Climate change & the future of disasters	<ul style="list-style-type: none"> <li>• <b>Guest speaker:</b> Dr. Laura Lee (Biology)</li> </ul>
13	4/23	When an animal shelter tests its disaster plan	<ul style="list-style-type: none"> <li>• Irvine (2007)</li> </ul> <b>Facilitators:</b> Ryann & Roiya
	4/25	Dr. N out – No class Video: The Storm	<ul style="list-style-type: none"> <li>• Read up on Hurricane Katrina</li> <li>• Re-read Gheytanchi et al. (2007)</li> </ul> <b>No TQUQ allowed</b>
14	4/30	Lessons learned for sheltering pets	<ul style="list-style-type: none"> <li>• <b>Guest speaker:</b> Naomi E. Flam (CEO, Central CA Animal Disaster Team)</li> </ul>
	5/2	Risk communication (Tentative)	<ul style="list-style-type: none"> <li>• <b>Guest speaker:</b> Dr. Sarah E. DeYoung (Health Policy &amp; Management)</li> </ul>
15	5/7	Why did they “choose” to stay? Race & Class influences on evacuation	<ul style="list-style-type: none"> <li>• Stephens et al. (2009)</li> </ul> <b>Facilitators:</b> Rachel & Alexis
	5/9	Video: America’s Tsunami: Are we next	<ul style="list-style-type: none"> <li>• Read up on the Cascadia Subduction Zone</li> </ul>
16	5/14	Disaster kit show-and-tell	<ul style="list-style-type: none"> <li>• Bring in your actual Go Bag</li> </ul>
<b>Finals week</b>		<b>No class; Mitigation paper due to D2L by 10:00am on May 17, 2019</b>	

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