



Syllabus for Political Science 4910/5910: Populations at Risk

Course Information

College: Liberal Arts
Department: Political Science
Course title: Populations at Risk
Semester: Fall 2019
Course number: POL 4910/5910
CRN: 15640/15644
Building and Classroom: Carnegie Center (Downtown OKC) [OKCCAR]
Meeting Day/Time: 9/13-15, 10/11-13, 11/8-10

Instructor Information

Instructor name: Alyssa L. Provencio, PhD
Office location: Liberal Arts (LAR) 206
Office hours: By appointment or anytime during regular business hours (M-F, 9 AM-5 PM) via Skype or Google Hangout by request.
Email (*BEST way to get ahold of me!*): aprovencio@uco.edu

I will respond as soon as possible, within 24 hours, as long as it during regular business hours (M-F, 9 AM-5 PM); I cannot guarantee any responses outside of those hours.

Campus telephone: (405) 974-5537
Personal Google Voice phone number: (405) 896-0906

Course Description

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POL 4910/5910: Investigates populations at risk for increased injury, death, and property loss. Identifies policies, programs, and resources for risk reduction. Applies research for purpose of planning and capacity building. Special attention will be given to gender, LGBTQ issues, persons with disabilities, transient and homeless persons, among others.

Prerequisites

POL 4910/5910: None

Transformational Learning Objectives

This course supports the following tenets of transformative learning:

- Discipline Knowledge—students explore, discuss, and practice the techniques, conventions, and processes that produce researched written arguments.
- Leadership—students learn how to present claims and evidence fairly and civilly, to consider thoroughly and respond ethically to counterevidence and counterarguments, and to develop a clear, well-informed stance about ongoing issues or problems.
- Global and Cultural Competency—students read and write arguments about global and cultural issues and direct writing to diverse audiences.
- Problem Solving (Research, Scholarly, and Creative Activities)—students learn to analyze complex arguments, to produce arguments informed by careful research, and to document sources following academic conventions.
- Service Learning and Civic Engagement—in service learning sections, students research and write about a significant service learning experience; in other sections, students learn how the public use of argument has the potential to affect an audience and to effect a change in their communities.
- Health and Wellness—students read arguments about, write arguments about, and discuss those intellectual, emotional, and spiritual issues that give human existence vitality and meaning.

Book Information

Fothergill, A., & Peek, L. (2015). *Children of Katrina*. University of Texas Press.

Klinenberg, E. (2015). *Heat wave: A social autopsy of disaster in Chicago*. University of Chicago Press.

Course Outline, Requirements & Assignment Weights, and Grading

Course Outline/Schedule – See Appendix A

Course Requirements & Assignment Weights

More information about the following assignments will be provided in class.

Attendance/Participation – 10%

Attendance at, but more importantly, participation in the movie night and book club discussions will determine this portion of your grade.

Discussion Questions – 15% (3 @ 5% each)

Students will prepare questions for discussion during the time allotted from the required pre-reading. A **minimum of one question per chapter** should be prepared per student. There is not a maximum.

Book Reviews – 20% (2 @ 10% each)

Students should prepare two 1,500-word reviews over the two books required for class. You can use the following website as a guide: <https://www.writing-world.com/freelance/asenjo.shtml>

Team Presentations – 15% (3 @ 5% each)

The Saturdays of class, students will collaboratively plan, present, and lead the discussion on a journal article of a research study. The groups will be given the articles and class time to do this. The presentation should include:

- 1) a summary of key findings
- 2) an analysis of the research methods used
- 3) an overview of the theories used
- 4) a critique of the study
- 5) discussion questions to help the class engage in critical Q&A

Individual Presentation – 15%

The last weekend of class, students will give a presentation to the class about a specific vulnerable group and how they were affected by a disaster (natural, man-made, technological) or could be affected by a threat (e.g., climate change, deforestation, desertification). Each person will be responsible for teaching this to the class and will have approximately 30 minutes to do so (including class Q&A). Students may choose to use PowerPoint or Prezi, but it is not required.

Reflections – 25% (3 @ 8.3% each)

Instead of meeting the Sundays listed, you will be required to complete (on your own time) a 1,000-word reflection on the previous two days of work. You will be graded using the rubric in Appendix B.

MORE REFLECTION INFORMATION/FORMATting

What can I discuss?

- Your perceptions of the course and the content.
- Experiences, ideas and observations you have had and how they relate to the course or topic.
- What you found confusing, inspiring, difficult, interesting and why.
- Questions you have.
- How you:
 - solved a problem;
 - reached a conclusion;
 - found an answer;
 - reached a point of understanding.
- Possibilities, speculations, hypotheses or solutions.
- Alternative interpretations or different perspectives on what you have read or done.

- Comparisons and connections between what you're learning and:
 - your prior knowledge and experience;
 - your prior assumptions and preconceptions;
 - what you know from other courses or disciplines.
- How new ideas challenge what you already know.
- What you need to explore next in terms of thoughts and actions.

These reflections need to be formatted in the following way:

- 1-inch margins
- Single-spaced
- 12 pt. font
- Arial, Times New Roman, or Calibri font
- No excessive spacing
- Include your name in the top right corner of the page
- No cover page is needed

Grade Scale

A 90-100

B 80-89.9

C 70-79.9

D 60-69.9

F 0-59.9

Class Policies

Missing Class & Make-Up Assignments

You are all adults and should make decisions accordingly. It is your responsibility to obtain the information you missed in class, to keep up with any changes in the course outline. That being said, activities cannot be made up. If you need to miss a class due to illness (with doctor's note), family emergency, death in your immediate family, or any other grave matters, please email/phone/talk to me in person before the due date with justification, if possible. If not possible, please contact me as soon as you can.

Contesting Grades

If you have received a grade on an assignment that you see as unfair, you have the right to contest the grade with a written explanation sent to me by email. I will consider it, but I reserve the right to give the grade initially given with an explanation of why your request was denied. Final grades will NOT be changed. You will have had ample opportunity to contest your grades on assignments. For example, while figuring final grades, if I find you are one point away from the next highest grade, you will receive the lower grade. If you are .1 point from the next highest grade, you will receive the lower grade. I will NOT raise your grade at the end of the semester if you are one or two points away from the next higher grade. What you earned is what you get. If I do it for one person, I will have to do it for all.

Classroom Expectations

Participation

The success of a student's performance is directly related to the quantity and quality of preparation for and participation in classes. I fully expect participation and active engagement during class sessions.

Behavior

I expect appropriate class behavior. The classroom is a learning environment and a preparation for your entry into the workforce or continuation up the workforce ladder and/or additional higher education. I want you to come to class, exchange ideas, think, have fun, and challenge other students and me intellectually. Arriving to class late, leaving class early, talking during the lecture, sleeping in class, reading newspapers, laying your head on the desk, listening to music, and displaying other inappropriate behavior are not conducive to a learning environment. If you do not want to be in my class, please do not come, but expect repercussions. As this class is participatory, I expect that we will be sharing our own ideas/opinions. These ideas/opinions may not always be that of your colleagues. Please be respectful! I take discrimination very seriously. Racist or sexist remarks will be considered a violation of classroom expectations and I reserve the right to refer the offender to the Office of Student Conduct. If you are being disruptive, I will ask you to leave. If this occurs twice during the semester, you will not be allowed to return to class, and you will be referred to the Office of Student Conduct.

Technology

Bringing a laptop or iPad type of device to class is fine – in fact, I encourage it. I may even ask you to bring it for an in-class assignment. Use it well! If I catch anyone not using it properly, then I reserve the right to take away this privilege. PLEASE, NO texting during class. Period. If you have a need to have a cell phone on (e.g. if you are an emergency responder, expecting an important call, and/or going through a family emergency), please set your phone on vibrate and inform me in advance.

D2L

You all will have access to the computer-based instruction program "D2L." I will use D2L a number of ways, including e-mailing the whole class on updates and information, posting course documents (including any updates to the course outline), using it as an assignment submission tool, to post grades, and other activities. We will discuss the use D2L more in class. It is vital that you understand how to use D2L as it is essential to your success in class. If you have questions, please see me for help.

E-mail

All course e-mails will be sent to your UCO e-mail address; check your e-mails regularly! In addition, when e-mailing me, I ask that you please include POPS AT RISK with a brief explanation of what the e-mail is about in the subject line. For example, POPS AT RISK – Late Paper.

Fine Print

Illness

If you are ill/contagious, out of respect for your classmates and me, I request that you do not come to class. If this is the case, please let me know via e-mail. Please refer to "Missing Class & Make-Up Assignments" for further details on how sick days will be handled.

Incompletes

All students are expected to complete course requirements by the end of the semester. In those rare circumstances in which completion by semester's end is not possible, I may decide either to submit a final grade based on the work completed or submit a grade of "I" along with a default grade based on work completed. In no case will an "I" grade be submitted unless at least 50% of the required work has been completed by the end of the semester. If an "I" grade is submitted, the student will be allowed no more than one year from the end of the semester to complete course requirements; else, the "I" grade will convert to the default grade.

Academic Integrity

I seek to uphold equity and fairness in my classroom. Cheating of any kind will not be tolerated in consideration of your fellow students. I abide by UCO's Academic Dishonesty Policy, which is available in the syllabus attachment. If you are caught violating this policy, I will prosecute to the fullest extent possible.

ADA Statement Regarding Special Accommodations

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 ("Title IX"), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-3377 or TitleIX@uco.edu. The Title IX Office is located in the Lillard Administration Building, Room 114D.

UCO Policies

Any topic not covered here is covered by university policies.

Here is the link to the UCO Information Sheet. This information sheet applies to all courses at UCO. The link:
<http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

Appendix A – Course Outline/Schedule

Weekend	Day	Time	Topic/Activity
Weekend 1	Friday (9/13)	5:30 PM	Introduction
		6:00 PM	Movie Night - When the Levees Broke
		7:30 PM	
		8:30 PM	
		9:30 PM	Movie Questions/Discussion
	Saturday (9/14)	9:00 AM	What is emergency management? Defining Terms Theoretical Frameworks - Systems Theory, Socio-political Ecology Theory, Vulnerability Theory
		10:00 AM	
		11:00 AM	
		12:00 PM	Lunch
		1:00 PM	Class/Socioeconomic Status
		2:00 PM	
		3:00 PM	Race/Ethnicity
		4:00 PM	
5:00 PM	Wrap-Up		
Sunday (9/15)	5:30 PM	Reflection due to Assignments in D2L	
Weekend 2	Friday (10/11)	5:30 PM	Movie Night - Assistance Mortelle (Fatal Assistance)
		6:30 PM	
		7:30 PM	
		8:30 PM	Movie Questions/Discussion
		9:30 PM	
	Saturday (10/12)	9:00 AM	Book Club – Children of Katrina
		10:00 AM	
		11:00 AM	
		12:00 PM	Lunch
		1:00 PM	Gender/Orientation/Violence
		2:00 PM	
		3:00 PM	Age/Health/Disability
		4:00 PM	
	5:00 PM	Wrap-Up	
Sunday (10/13)	5:30 PM	Reflection due to Assignments in D2L	
Weekend 3	Sunday (10/20)	11:59 PM	Book Review #1 Due
	Friday (11/8)	5:30 PM	Final Presentations
		6:30 PM	
		7:30 PM	
		8:30 PM	
		9:30 PM	
	Saturday (11/9)	9:00 AM	Book Club - Heatwave
		10:00 AM	
		11:00 AM	
		12:00 PM	Lunch
		1:00 PM	Religion/Culture
		2:00 PM	
		3:00 PM	Transient/Homeless/Incarcerated
		4:00 PM	
	5:00 PM	Wrap-Up	
	Sunday (11/10)	5:30 PM	Reflection due to Assignments in D2L
	Sunday (11/17)	11:59 PM	Book Review #2 Due

Appendix B – Reflection Paper Rubric

Criteria	Superior (54-60 points)	Sufficient (48-53 points)	Minimal (1-47 points)	Unacceptable (0 points)
Depth of Reflection (25% of total points) ___/15	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components (25% of total points) ___/15	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure (25% of total points) ___/15	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice (25% of total points) ___/15	Response shows strong evidence of synthesis of ideas presented and insights gained.	Response shows evidence of synthesis of ideas presented and insights gained.	Response shows little evidence of synthesis of ideas presented and insights gained.	Response shows no evidence of synthesis of ideas presented and insights gained.