



Syllabus

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Syllabus ENG 177

Global Disaster Resilience Scholars

Course Description

This course will provide students a forum for critical reflection on intercultural experiences and global engagement along with exploration of topics which seek to create resilient solutions for disaster prone regions around the world. We will work closely with partner communities and peer institutions to analyze actual community-identified problems and collaboratively seek potential solutions with those communities. This course will consist of a series of weekly meetings and course modules including selected readings, class discussion, and virtual exchanges coupled with reflective writing assignments leading to a term project designed to encourage exploration of Puerto Rico, its culture, recent disaster events, the importance of stakeholder engagement.

Instructors

Lead Instructor

Luis F. Rodríguez, Ph.D., Associate Professor, Agricultural and Biological Engineering

Teaching Assistant:

Michael Stablein, Ph.D. Candidate (expected 2021), Agricultural and Biological Engineering

Engineering Learning Assistant

Lauren Lindow, BS (expected 2021), Agricultural and Biological Engineering

Grainger First Year Experience

Gretchen Forman, Program Coordinator, Grainger First Year Experience

Hannah Dougherty, Project Manager

Meredith Blumthal, Director of International Programs in Engineering (IPENG)

Virtual Exchange Coordinators

Bibi Al-Ebrahim, Education Director, Amizade

Melissa Nix, Communications and Development Coordinator, Amizade

Partners in Puerto Rico

Mariela Ramírez, Volunteer and Economic Development Coordinator, Caras con Causa

Luisa Seijo-Maldonado, Ph.D., Professor of Social Sciences, University of Puerto Rico-Mayagüez

Learning Objectives

1. Recognize the effects our actions affect other regions around the world
2. Discuss global diversity and discuss your understanding regarding the perspectives of those of other cultures
3. Practice your skills for navigating unfamiliar culture and situations
4. Review concepts on sustainability and resilience and their implementation in engineering practice
5. Identify trends in different societies and small communities during the periods after a disaster occurs

6. Discuss the limitations to disaster resilience for vulnerable communities that may be overcome through education, engineering, and community activism efforts

Required Materials

The course draws from a number of texts, as well as articles and multimedia sources. The texts will be provided and include selected readings from:

- Amadei, B. (2014). Chapter 7: From Appraisal to Project hypothesis. *Engineering for Sustainable Human Development: A Guide to Successful Small-Scale Community Projects*. Reston, VA: American Society of Civil Engineers. <https://doi.org/10.1061/9780784413531>
- Johnson, L. A., & Olshansky, R. B. (2016). *After Great Disasters: How Six Countries Managed Community Recovery* (No. PF041; Policy Focus Report, p. 72). Lincoln Institute of Land Policy. <https://www.lincolinst.edu/publications/policy-focus-reports/after-great-disasters>
- Mihelcic, F. Cowden, J. R. & Jean Charles, M. Chapter 17 Rainwater Harvesting in Mihelcic, J. R., Fry, L. M., Myre, E. A., Phillips, L. D., & Barkdoll, B. D. (Eds.). (2009). *Field Guide to Environmental Engineering for Development Workers: Water, Sanitation, and Indoor Air*. Reston, VA: American Society of Civil Engineers. <https://doi.org/10.1061/9780784409855>
- Venator-Santiago, C. R. (2017). *Yes, Puerto Ricans are American Citizens. The Conversation*.
- Lloréns, H. (2014). *Imaging the Great Puerto Rican Family: Framing Nation, Race, and Gender during the American Century*. Lexington Books.
- Godreau, I. P. (2015). *Scripts of Blackness: Race, Cultural Nationalism, and U.S. Colonialism in Puerto Rico; Introduction: Nation, Race, and Culture in the 1990s* (pg 6-9), *Blackness in the Non Sovereign Nation* (pg 12-14), *The Politics of Colonial Sovereignty: A Radicalized Domain* (pg 21-26). University of Illinois Press
- Walsh, M. W. (2015). *The Bonds that Broke Puerto Rico*. The New York Times
- Zwillich, T. (Host and Editor). (2017, October 4). 'Disaster Capitalism' and the Attempts to Privatize Puerto Rico [Radio program]. The Takeaway. New York, NY: WNYC.

All course material will be available through Compass2g. [Tips for using Compass2g are available at https://techservices.illinois.edu/services/illinois-compass-2g/illinois-compass-2g-training-resources-students](https://techservices.illinois.edu/services/illinois-compass-2g/illinois-compass-2g-training-resources-students) .

Recommended Materials

- **Full Johnson and Olshansky Book:** Johnson, L. A., & Olshansky, R. B. (2016). *After Great Disasters: How Six Countries Managed Community Recovery* (No. PF041; Policy Focus Report, p. 72). Lincoln Institute of Land Policy. <https://www.lincolinst.edu/publications/books/after-great-disasters>
- **Full Mihelcic book:** Mihelcic, J. R., Fry, L. M., Myre, E. A., Phillips, L. D., & Barkdoll, B. D. (Eds.). (2009). *Field Guide to Environmental Engineering for Development Workers: Water, Sanitation, and Indoor Air*. Reston, VA: American Society of Civil Engineers. <https://doi.org/10.1061/9780784409855>
- **Full Amadei book:** Amadei, B. (2014). *Engineering for Sustainable Human Development: A Guide to Successful Small-Scale Community Projects*. Reston, VA: American Society of Civil Engineers. <https://doi.org/10.1061/9780784413531>



General Course Expectations

You will be asked to engage with us in achieving the course objectives through the following learning opportunities, generally categorized into Activities and Assignments. Attendance will include selected reading and other media, attendance and in-class participation, and experiential opportunities. Assignments will include discussion forums and a term project.

Activities

Reading and Other Media

Scholarly readings, media, and recent news in Puerto Rico will provide context for achieving our learning objectives, and prepare for virtual exchange. These course offerings are chosen selectively, with the goal of introducing students to the culture of Puerto Rico, the current circumstances of our host communities, and to begin the process of considering viable potential solutions. This course assumes that each student will *proactively* approach readings and media critically to understand the contexts and hypothesize ideas that can be later tested in virtual exchange and eventually physically in communities.

Attendance and In-class Participation

Students are expected to participate in regular dialog in class meetings and guest lectures. Reflective and journal assignments will often provide the focal point for dialog but eliciting experiences at the service sites, via virtual and physical exchange and in community will be integral for adapting new solutions targeting resilience. Students are expected to create a learning environment where diverse viewpoints, emotional learning, and academic discourse are respected and promoted. As the course progresses, students will be expected to contribute to facilitation and course leadership. This will require being present and attentive during class sessions as well as reading course materials prior to the class session when those discussions would occur.

Experiential Opportunities

Our class will include several experiential opportunities (virtual or physical exchanges) where we will directly interact with our peers and stakeholders in Puerto Rico. The opportunities to engage help to embed you into the process of problem solving in the context of our collaborators, while developing your skills in cross-cultural interactions. Many of these sessions will be facilitated by our collaborating instructors. These include instructors from Amizade, a not for profit specializing in Fair Trade Learning; Caras con Causa, a not for profit specializing in community engagement through education, environmental stewardship, and economic development; the instructors and students from the University of Puerto Rico-Mayagüez and the University Institute for Community Development. Many of these events are contained within normal class hours, but additional collaborative sessions are expected to occur in both instructor facilitated and independent fashions.

Assignments

Grading	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
	1000-970	969-930	929-900	899-870	869-830	829-800	799-770	769-730	729-700	699-670	699-630	629-600	599-0

Grading – POINTS

Assignment	Points/task	Total Points	
Discussion Forums (9 forums)	30 each	270	27%
Class Participation (10 class sessions)	23 per class	230	23%

Final Assignment	500	500	50%
	Total	1000	

Discussion Forum

A reflective writing assignment is included with each set of readings and other media. This will be turned in via the Discussion Board included in our Compass2g website. Students will be expected to respond to the reflective writing prompt by preparing a short essay of about 500 words. Each week you will be expected to respond to two posts on the discussion forum. Generally, you respond to at least one post provided by a classmate, and if someone made a reply to your own post, you will respond to your classmate. In the event no one responded to your post, you should respond to another classmate.

Your original post will be due on a weekly basis on Friday 11:59PM, your replies must be completed by Sunday at 11:59 PM. Discussion forum points will be awarded according to the rubric provided.

Attendance and Class Participation

Students are expected to arrive in class on time and actively participate in class discussions. Participation in class discussion requires completion reading and media provided in weekly modules before arriving in class. Points will be awarded when *both active* participation and prompt attendance occur.

Term Project

The sequence of discussion forum assignment concludes with a short formal essay due at the end of term. Where practical, this term project will be implemented in collaboration with peer students from the University of Puerto Rico. In this assignment, students are expected to draw upon and revise their Discussion Forum assignments to synthesize academic and experiential components of this course for the term project. Grading will proceed according to the rubric provided.



Tentative Course Calendar

Week	Date	Themes	Activities	Assignments
1	Sept 30	Overview		<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> • Becoming More Human, Building a Better World • Assignment <ul style="list-style-type: none"> • Extra credit entry survey • Zoom preferences survey • Technology resources • Amizade liability forms
2	Oct 7	Sustainability and Resilience		<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> ◦ Chapter 7: FROM APPRAISAL TO PROJECT HYPOTHESIS from Amadei, B. (2014). Engineering for Sustainable Human Development: A Guide to Successful Small-Scale Community Projects. Reston, VA: American Society of Civil Engineers. https://doi.org/Engineers. https://doi.org/10.1061/9780784413531 ◦ Chapter 17: RAINWATER HARVESTING from Mihelcic, J. R., Fry, L. M., Myre, E. A., Phillips, L.

				<p>D., & Barkdoll, B. D. (Eds.). (2009). Field Guide to Environmental Engineering for Development Workers: Water, Sanitation, and Indoor Air. Reston, VA: American Society of Civil Engineers. https://doi.org/10.1061/9780784409855</p> <ul style="list-style-type: none"> • Assignments <ul style="list-style-type: none"> ◦ Discussion Questions
3	Oct 14	Puerto Rico in Context (Zoom)		<ul style="list-style-type: none"> • Readings and other Media <ul style="list-style-type: none"> ◦ Lloréns, H. (2014). Imaging the Great Puerto Rican Family: Framing Nation, Race, and Gender during the American Century. Lexington Books ◦ Venator-Santiago, C. R. (2017). Yes, Puerto Ricans are American Citizens. The Conversation. ◦ Watch: Caras "Working with community" ◦ Fuller-Marvel, L. (2008) Listen to what they say: Planning and Community Development in PR, Ch. 6 The Mameyes Experience, 185-221 (tentative) • Assignments <ul style="list-style-type: none"> ◦ Discussion Questions
4	Oct 21	History and Culture of Puerto Rico (Zoom)		<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> • Walsh, M. W. (2015). The Bonds that Broke Puerto Rico. The New York Times • Godreau, I. P. (2015). Scripts of Blackness: Race, Cultural Nationalism, and U.S. Colonialism in Puerto Rico; Introduction: Nation, Race, and Culture in the 1990s (pg 6-9), Blackness in the Non Sovereign Nation (pg 12-14), The Politics of Colonial Sovereignty: A Radicalized Domain (pg 21-26). University of Illinois Press • Video: Aftershocks of Disaster (tentative) • Patricia Noboa Ortega (2019) Psychoanalysis and Research for Communities (tentative) • Assignments <ul style="list-style-type: none"> • Discussion Questions
5	Oct 28	Disaster Relief and Resilience		<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> • Johnson, L. A., & Olshansky, R. B. (2016). After Great Disasters: How Six Countries Managed Community Recovery (No. PF041; Policy Focus Report, p. 72). Lincoln Institute of Land Policy. https://www.lincolninst.edu/publications/policy-focus-reports/after-great-disasters • Zwillich, T. (Host and Editor). (2017, October 4). 'Disaster Capitalism' and the Attempts to Privatize Puerto Rico [Radio program]. The Takeaway. New York, NY: WNYC. • Assignments <ul style="list-style-type: none"> • Discussion Questions
6	Nov 4	Climate change in the tropics (Zoom)	Caras con Causa presentation	<p>–Ρεαδινγσ</p> <ul style="list-style-type: none"> ◦ Read "Puerto Rico: a 'canary on the coal mine' for climate change". ◦ Sarah Molinari (2019) "Authenticating loss and contesting recovery: FEMA and the politics of colonial disaster management"

				<p>-Assignments</p> <ul style="list-style-type: none"> ◦ Discussion Questions ◦ Prepare prompt and collaborative problem tree with collective ideas
7	Nov 11	Green infrastructure (Zoom)	Caras con Causa presentation	<p>-Readings</p> <ul style="list-style-type: none"> ◦ Watch video about flooding and resilience in Pensacola, Florida. (maybe) ◦ Read "Why Mangroves Matter". ◦ Caras Video: Walking tour of mangrove forest, laboratory tour <p>-Assignments</p> <p>Discussion Questions</p> <p>Prepare prompt and collaborative problem tree with collective ideas</p>
8	Nov 18	Interdisciplinary Service Projects		
	November 25			Thanksgiving Break
9	Dec 2	Understanding community-centered initiatives (Zoom)	Amizade activity: Stakeholder mapping & asking the right questions	

10	Dec 9	Defining service	Amizade Reflection activity: framing of service	
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Special Considerations

Academic Integrity

The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/>.

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <http://studentcode.illinois.edu/>. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

Special Considerations: Caring for your health and safety

Diversity and Integration Statement

The Instructional Team is committed to the creation of a fully inclusive community that welcomes diversity and encouraged integration along a number of dimensions, including, but not limited to, race, ethnicity and national origins, gender and gender identity, sexuality, disability status, class, age, or religious beliefs. We especially recognize that we are learning together in the midst of the Black Lives Matter movement, that Black, Hispanic, and Indigenous voices and contributions have largely either been excluded from, or not recognized in, food, agriculture, or society writ large, and that both overt racism and micro-aggressions threaten the well-being of our students and our university community. Indeed, the effectiveness of this course is dependent upon each of us fostering the creation of a safe and encouraging learning environment that allows for the open exchange of ideas while also ensuring equitable opportunities and respect for all of us. Everyone is expected to help establish and maintain an environment where students, staff, and faculty can contribute without fear of personal ridicule, or intolerant or offensive language. If you witness or experience racism, discrimination, micro-aggressions, or other offensive behavior, you are encouraged to bring this to the attention of the course director if you feel comfortable. You can also report these behaviors to the Bias Assessment and Response Team (BART) (<https://bart.illinois.edu/>). Based on your report, BART members will follow up and reach out to students to make sure they have the support they need to be healthy and safe. If the reported behavior also violates university policy, staff in the Office for Student Conflict Resolution may respond as well and will take appropriate action.

Students with Disabilities

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor as soon as possible. To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should contact Disability Resources and Educational Services (DRES) (<http://www.disability.illinois.edu/>) and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me, or see me during my office hours. DRES provides students with academic

accommodations, access, and support services. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail a message to disability@illinois.edu.

Additional Statement on Accessibility during COVID-19

This semester presents new challenges for all of us, and many students may not know right away how COVID-19 requirements and procedures may affect their classroom experience. I am committed to working with you to create a rigorous and flexible space for learning. If at any time you are experiencing difficulty in any aspect of this course due to social distancing and the mandatory wearing of face coverings, you are welcome to share your concerns with me. Please note that you never need to share diagnosis or medical information with me. The staff members with Disability Resources and Educational Services and the Office for Access & Equity are also available to provide guidance and advice if you have questions or concerns related to a visible or invisible disability.

- Disability Resources and Educational Services (disability.illinois.edu)
- Office for Access & Equity (oea.illinois.edu)

Emergency Response Recommendations

Emergency response recommendations can be found at the following website: <http://police.illinois.edu/emergency-preparedness/>. I encourage you to review this website and the campus building floor plans website within the first 10 days of class: <http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/>.

Family Educational Rights and Privacy Act (FERPA)

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.

Sexual Misconduct Policy and Reporting

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: <http://wecare.illinois.edu>.

Counseling and Personal Concerns

Successfully negotiating the demands of undergraduate classes, work, and life requires consistent attention. It's okay to seek professional help, and you just may acquire skills that will benefit every area of your life. The [University of Illinois Counseling Center](http://www.counselingcenter.illinois.edu) offers comprehensive services ranging from self-help materials to individual and couples counseling and suicide prevention, and features same-day appointments at no cost to you. Take advantage of them at before you get in over your head.