

RISK AND DISASTER SYLLABUS
SOCI445G Section 001 Section ID # 24488

INSTRUCTOR INFORMATION

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Office Hours: Tuesday & Thursday 7:30 am – 10:45 am;

Wednesday 8 am – 9 am; Thursday 12:30 pm – 2:00 pm

Online availability is by appointment. Email with a request to make a Skype appointment or to request a phone appointment.

CLASS INFORMATION

Course Description: The U.S. experience since the beginning of the twenty-first century has been rife with disasters from Hurricanes Katrina, Rita, Ike and Sandy to the BP-Deepwater Horizon oil spill. This course examines sociological perspectives through which researchers in the social sciences have tried to make sense of disaster events, as well as attempts to describe broader trends in contemporary Western industrial societies' strategies for managing, calculating, and when possible forestalling risk and disaster. The course is divided into four units. The first examines the argument that risks and their consequences are rooted in common social and institutional sources – governing bodies, organizations, and groups that push for economic growth who skirt rules that protect us, oppose risk-reducing practices and escape responsibility for tremendous losses when disasters occur. The second unit focuses on the comprehensive research from the social sciences regarding disaster warning responses, evacuation behavior, initial post-impact survival behavior, roles and emergent actions of volunteers, and short-term and longer-term impacts of disaster. The third unit focuses on the recovery stage of disasters. Disaster recovery is often unplanned for yet is the stage where funds, programs, professional expertise and volunteer efforts are applied to affected cities, states and regions to get them up and running again. We end the course with a brief look at Oxfam's program for disaster risk reduction and climate change adaptation.

Credits: 3

Class Schedule and Location: This is an **online** course.

Restrictions: Upper division classification or permission of instructor.

Supplies: None

Textbooks:

- 1) Tierney, Kathleen. 2014. **The Social Roots of Risk: Producing Disasters, Promoting Resilience**. 1st edition. Stanford Business Books: Stanford, CA.
- 2) Drabek, Thomas. 2013. **The Human Side of Disaster**. 2nd edition. CRC Press: Boca Raton, FL.
- 3) Phillips, Brenda D. 2016. **Disaster Recovery**. 2nd edition. CRC Press: Boca Raton, FL.

Academic Expectations for College Students Taking Online Courses.

1. Know your syllabus – You must read your syllabus for each class and ask questions of the professor if expectations are not clear. Each professor will expect that you have read the syllabus, understand it and that you will follow the specific guidelines on attendance, exams, papers, etc. Do not assume that all instructors have the same expectations and grading policies. Review the expectations and grading policies noted in this syllabus.

2. Attend office hours or communicate with your instructor through email – Each professor is required to have office hours. Be prepared when you attend office hours or send an email – don't expect the instructor to teach you everything that you did not get in the reading. If you have a question about your exam grade(s) communicate with the professor as soon as possible. Always address your emails and sign them appropriately.

3. Know college deadlines for dropping classes, paying tuition, applying for financial aid, etc. Consult the course schedule and catalog. Understand policies and procedures involving registering for courses and

applying to a program. Ignorance of information made accessible to you will not be cause to waive policies, procedures, standards or regulations.

4. Know policies and procedures of the university concerning academic dishonesty and misconduct – Academic dishonesty is the attempt to gain an unfair academic advantage or to assist or permit someone to do so. Protect your academic work from others and don't take an unfair advantage of other student's work. Understand what plagiarism is.

5. Understand consequences of academic dishonesty – Review this policy, thoroughly, in your Undergraduate Catalog (<https://studentrights.louisiana.edu/student-conduct/academic-conduct-dishonesty>). Additionally, review this syllabus for class-specific information and consequences for academic dishonesty.

6. Demonstrate effective writing and critical thinking skills – All students are expected to demonstrate these skills during their academic career. It is helpful to ask someone to look over your writing assignments before you submit for grading; you can utilize the University of Louisiana at Lafayette Writing Center (<http://studentsuccess.louisiana.edu/content/learning-center/student-resources/writing-center>), where an assistant will review your work and provide writing mechanic and grammar guidance.

EMPLOYABILITY SKILLS: In addition to specific job-related knowledge, a college-educated person should possess core abilities that are transferable and go beyond the context of a specific course. This class addresses the following core abilities:

1. Communicate effectively – apply appropriate and effective writing (this is especially true of a virtual classroom), speaking, and listening skills in order to precisely convey information, ideas, and opinions.

2. Think critically and creatively – apply principles and strategies of purposeful, active, organized, and logical thinking.

3. Work cooperatively and professionally – complete tasks, provide information, analyze issues, and make decisions within a virtual environment.

4. Value individual differences and abilities – making judgments about what helps or harms others.

5. Solve problems effectively – apply effective reading, viewing, note-taking, and writing skills; and, use learning tools and strategies to acquire information and process learning.

6. Demonstrate personal accountability – recognize an obligation to self and others for your decisions and actions.

7. Demonstrate community and global accountability – recognize that decisions you make affect your locale and the worldwide community as a whole.

RESPONSIBILITIES AND POLICIES:

Student responsibilities: As a student of the University of Louisiana at Lafayette, I expect you to adhere to the policies of the college, as outlined in the Undergraduate Catalog 2018-2019 (<http://catalog.louisiana.edu>). You are responsible for the duties set forth in this class and to communicate any questions, comments or concerns you have to your instructor. Acceptable means of communication include email (jdd4556@louisiana.edu), phone and voicemail (337-482-6067), during regularly held office hours, or through online discussion forums. Please include your name and course number (SOCI375) in all correspondence. Please include your phone number if you want me to return your phone call. Use of correct grammar and punctuation is required of all written communications.

Plagiarism, cheating and collusion are prohibited at the University of Louisiana at Lafayette. Students who fail to observe these standards are subject to disciplinary action. Please refer to the University of Louisiana at Lafayette Undergraduate Catalog 2017-2018 (<https://studentrights.louisiana.edu/student-conduct/academic-conduct-dishonesty>) for further definitions and consequences of these behaviors.

Class withdrawal/drop process: Students can withdraw from classes by following the policy described here: <https://registrar.louisiana.edu/registration/adjust-my-schedule/withdrawing-course> . Withdrawals cannot be completed by the instructor; it is the student's responsibility. Familiarize yourself with the University withdrawal (drop) policy by visiting: <http://registrar.louisiana.edu/academic-records/faqs-about-grades/course-drop-policy> .

Attendance: This is an online course. You are expected to log into the course site to receive any assignments, exams, or announcements. I strongly recommend checking your email and the Moodle class site daily.

Reading requirements: Students will be held responsible for reading the chapters assigned in the required books and any other readings posted on Moodle.

Student email: The University of Louisiana at Lafayette offers a student email account for all students. You are responsible for monitoring your student email account. Student email can be accessed by visiting www.louisiana.edu. Student technical assistance is available by contacting the helpdesk. If calling from off-campus use 337-482- HELP (4357). If calling from on-campus use 2HELP (2-4357). Through email use ithelp@louisiana.edu

As per the core abilities section above, you are expected to be able to communicate effectively. This includes email communication. Emails are to be professional in nature. It is not instant messaging and you are to address me at the beginning, sign all emails, and include your class and section number. This policy will be enforced. I will remind you twice to be professional in your email. After that points will be deducted for each email that does not follow the class policies.

Disability Act Statement: The University of Louisiana at Lafayette complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements. For questions or to receive more information, please contact Office of Disability Services, Conference Center 126, University of Louisiana at Lafayette, P.O. Box 44329, Lafayette, LA 70504, Phone: (337) 482-5252, Fax: (337) 482-1340, email: ods@louisiana.edu or by visiting www.disability.louisiana.edu .

Student Rights: For additional information regarding your rights as a student, including college policies on harassment, student rights and other services available at the University of Louisiana at Lafayette, please consult the Undergraduate Catalog 2018-2019 available on the webpage <https://catalog.louisiana.edu/>

Student Code of Conduct: Students are expected to conduct themselves in accordance with the Student Code of Conduct which can be found at <https://studentrights.louisiana.edu/student-conduct/code-conduct>. As noted in the code, violations will be brought to the immediate attention of the Dean of Students.

Instructor responsibilities: As your instructor, I commit to communicating openly and frequently with you about this class. I will maintain a professional, safe learning environment adhering to the policies of the university. You can expect a reply to communication, be it via email, through online discussions, voicemail or in person, within 24-48 business hours.

Syllabus Changes: As your instructor, I retain the right to make changes based on the timeline of the class, feedback from learners and/or logistical issues and will inform you as soon as a change is made.

Format and Policies: This is an online learning classroom. Each learner is required to do their assignments as if they were in a traditional classroom situation. Each learner needs to incorporate self-discipline and set regular times to log on to the classroom site. Please refer to the University of Louisiana at Lafayette Undergraduate Catalog for the policy on cheating. If you are caught cheating you will automatically earn an "F" for the course.

The most effective way to communicate with me is through email. All email will be sent to your University of Louisiana at Lafayette account. Using this format allows me to answer your questions within a 48 hour timeframe. When emailing, be professional in all correspondence (i.e. address me and sign the email, no text/instant chat messages or language, give the course number and section number).

Grading/Late Policy: All exams are due by 11:59PM on the due date. Late work is not accepted unless there are unusual circumstances. If you must miss an exam it is your responsibility to email (derouen@louisiana.edu) or call (337-482-6067) me immediately. The phone is connected to a landline. Be sure to leave your name, phone number and class name (or number) if you want me to call you back. If you know you will miss an exam because of a university function requiring your attendance, you must notify me immediately.

Discussion Board Grading Policy: You are required to participate in 6 discussion boards over the semester. Each discussion board is worth 25 points. The Discussion Board is intended as a class participation tool. If you do not post to the discussion board by the due date, the grade will be a zero. You will not be eligible for the maximum amount of points if you wait until the last minute to post your response and your replies (you should not wait until the due date to post your initial post as it will result in a loss of points). This is meant as an interaction activity between students. If you wait until the last minute, other participants cannot interact with you. Posts need to be professionally written (i.e. no text/instant message jargon or abbreviations). Posts should be substantial and meaningful. Points will be deducted for less than fully developed responses.

Exam Grading Policy: There are 3 exams given over the course of the semester. Each exam is worth 50 points. Exams will consist of multiple choice type questions, short answer responses, and brief essay responses. You will have 60 minutes to take the exam. Exams not submitted by 11:59pm on the due date will be automatically submitted.

Written Assignments Grading Policy: You are required to complete 4 writing assignments over the semester. Each writing assignment is worth 50 points. Writing assignments are denoted in the assignment section of the learning plans. Some assignments may be more comprehensive than others but each assignment addresses specific course competences. Each essay must be fully developed following all requested criteria in the assignment instructions. Each essay will require a minimum of 2-3 single-spaced pages and all parts must be fully developed using proper grammar and punctuation. You will be graded on the content and mechanics of your writing.

Please note that it is necessary for all students to submit their writing assignments as a Microsoft Word or a Rich Text Format document. Students must use a 12 point, Times New Roman font and write their assignments in essay format, single-spaced with one-inch margins all around. Make sure your name, student id number and the number of the writing assignment is on your written assignment. Submit your writing assignment on Moodle using YOUR NAME_ Writing Assignment #. For example: JoAnne DeRouen_ Writing Assignment #1.

Students may use either APA style or ASA style within the body of the text, in addition to a work's cited page when citing sources. A good reference manual for these citation styles is: https://owl.purdue.edu/owl/purdue_owl.html . The link to the UL Writing Center is <https://studentsuccess.louisiana.edu/tutoring/student-resources/writing-center>. I strongly encourage you to utilize these services.

COURSE OBJECTIVES:

1. To introduce the theories, concepts, and methods used in the sociological study of risk and disaster;
2. To explain sociological research findings regarding disaster warning responses, evacuation behavior, initial post-impact survival behaviors roles and emergent actions of volunteers, and short-term and longer-term disaster impacts;
3. To illustrate how broader theoretical concepts in the field of sociology, such as social inequality and social conflict, manifest themselves in disasters in the US;
4. To explain the myriad of issues that emerge in the recovery phase of disasters that are faced by federal, state and local emergency managers, public officials and voluntary organizations in a long-term disaster recovery situation;

5. To provide students with the intellectual resources needed to critically assess research, media accounts, popular culture, and political rhetoric related to risk and disasters.

LEARNING PLAN 1: Theorizing Risk

LEARNING OBJECTIVES:

1. After reading Tierney's Chapter 1 "Risking More, Losing More", Chapter 2 "Looking Back" and Chapter 3 "A Different Perspective" and studying the materials students should be able to:
 - a. Describe the changes in the meaning of risk
 - b. Explain contemporary concepts of risk
 - c. Identify risk anxieties in late modernity
 - d. Summarize the technico-scientific perspective on risk
 - e. Recognize the cognitive psychology perspective on risk
 - f. Distinguish the sociocultural perspectives of risk
 - g. Summarize the social constructionist perspective on risk

LEARNING PLAN 2: Risk and Culture

LEARNING OBJECTIVES:

2. After reading Tierney's Chapter 4 "Culture and the Production of Risk", Chapter 5 "Organizations, Institutions, and the Production of Risk" and Chapter 6 "Communities and Societies at Risk" and studying the materials students should be able to:
 - a. Describe the importance of culture to understanding perceptions of risk
 - b. Explain the concepts of purity, danger and the body from a cultural perspective
 - c. Summarize Douglas' discussion on risk and blame
 - d. Illustrate the grid-group model of risk rationalities or worldviews

LEARNING PLAN 3: Risk and Resilience

LEARNING OBJECTIVES:

3. After reading Tierney's Chapter 7 "Defining Resilience in Relation to Risk", Chapter 8 "Adaptive Resilience in the Face of Disasters" and Chapter 9 "Looking Ahead" and studying the materials students should be able to:
 - a. Explain Beck's theory on the 'risk society'
 - b. Define and explain reflexive modernization
 - c. Define and explain individualization
 - d. Summarize the theory of world risk society and cosmopolitanism
 - e. Explain Giddens' perspectives on risk
 - f. Discuss risk and trust
 - g. Compare and contrast the work of Beck and Giddens

LEARNING PLAN 4: Disaster Experiences, Events, Warnings, Evacuations, and Victim Responses

LEARNING OBJECTIVES:

4. After reading Drabek's Chapter 1 "Experiences", Chapter 2 "The Problem and Approach", Chapter 3 "Hear That Siren?", Chapter 4 "It Can't Be Done", Chapter 5 "Shall We Leave?" and Chapter 6 "Why Me?" and studying the materials students should be able to:
 - a. Define, describe and give examples of natural disasters, technological disasters, conflict disasters and disaster subcultures
 - b. Distinguish the four key principles used to characterize the social science knowledge of disasters
 - c. Identify the initial human response to a warning message
 - d. Describe the conditions of panic behavior
 - e. Summarize the process of neutralizing threat information
 - f. Explain how to communicate risk information
 - g. Describe the patterned differences in public response to disaster warnings
 - h. Identify the research findings concerning the pathways to evacuation and evacuation behavior
 - i. Discuss the crisis relocation planning and homeland security advisory system
 - j. Describe victim, hero, and helper behavioral responses immediately following a disaster
 - k. Explain how fear of litigation, expanding poverty and bureaucratic mindsets can constrain responses

1. Describe the typology of disaster volunteering

LEARNING PLAN 5: Volunteer Responses, Organized Disorganization, Short Term Recovery, Psychological Impacts, Community Risk, Recovery, & Change

LEARNING OBJECTIVES:

5. After reading Drabek's Chapter 7 "Volunteers? You Bet!", Chapter 8 "Organized-Disorganization", Chapter 9 "Life in a Fish Bowl", Chapter 10 "What About My Psyche?", Chapter 11 "What Must Be Done?", and Chapter 12 "Community Change Agents" and studying the materials students should be able to:

- a. Describe the phases of a disaster
- b. Discuss and apply the concept of organized-disorganization to the response phase of disaster
- c. Contrast the social destruction and social re-creation perspectives of disaster impacts
- d. Describe and compare the modal patterns and patterned variations of disaster impacts
- e. Identify and discuss the constraints to risk perceptions
- f. Distinguish the three key ideas regarding risk communication
- g. Conceptualize disasters as non-routine social problems
- h. Defend professionalism in emergency management
- i. Identify strategies for maintaining organizational integrity
- j. Summarize disaster response coordination strategies
- k. List and explain the ten principles of the human side of disasters

LEARNING PLAN 6: Disaster Recovery, Frameworks, Planning, Debris, Environmental Recovery and Historic and Cultural Resources

LEARNING OBJECTIVES:

6. After reading Phillips' Chapter 1 "Introduction to Disaster Recovery", Chapter 2 "Framework and Approaches to Disaster Recovery", Chapter 3 "Disaster Recovery Planning", Chapter 4 "Debris Management", Chapter 5 "Environmental Recovery" and Chapter 6 "Historic and Cultural Resources" and studying the materials students should be able to:

- a. Define comprehensive emergency management, disaster, emergency declaration, long-term recovery, mitigation, natural disaster, preparedness, presidential disaster declaration, reconstruction, recovery, rehabilitation, response, restitution, restoration, short-term recovery, technological disaster, terrorism, disaster resilience, economic vitality, emergent-norm theory, environmental quality, equity, feminist theory, holistic recovery, nonstructural mitigation, structural mitigation, participatory recovery, preliminary damage assessment, quality of life, sociopolitical-ecology theory, sustainability, systems theory, vulnerability theory, comprehensive planning, hazard-mitigation planning, holistic recovery, land-use planning, National Response Framework, ordinance, participatory recovery, planning, postdisaster planning, predisaster planning, stakeholders and visioning process.
- b. Describe the ways in which emergencies differ from disasters and why those definitions are relevant for a recovery context
- c. Distinguish between a variety of terms typically used to mean recovery, including restoration, reconstruction and rehabilitation and more
- d. Explain why recovery is best viewed as a process
- e. Distinguish between short-term and long-term recovery and identify activities common to both
- f. Identify linkages between recovery and other phases of comprehensive emergency management
- g. Apply theories to disaster situation to explain potential and actual outcomes
- h. Describe key challenges and barriers to the recovery process and preliminary strategies for succeeding with recovery efforts
- i. Explain why recovery does not occur as a separate stage but, rather, should be linked to mitigation as a way to build more disaster resilient communities.
- j. Explain the value of predisaster recovery planning
- k. Describe key principles of an effective planning process
- l. Outline the main elements of a pre- or postdisaster recovery plan
- m. Identify a list of stakeholders that should participate in the recovery planning process
- n. Name the key federal partners and other organizations available to support recovery efforts and planning.

- o. Define air-curtain incinerator, chipper, construction and demolition debris (C&D), debris, debris management, grinder, landfill, recycling, reduction, reuse, ecological footprint, environmental conservation, environmental impact statement, environmental justice, environmental protection, environmental restoration, National Priority List, notice of intent, rebuilding green, remedy, scoping superfund, xeriscaping, cultural resource, historic district, heritage tourism, historic property, National Register of Historic Places, place, State Historic Preservation Office, and Tribal Historic Preservation Office.
- p. Explain the debris management cycle and the phases of debris management
- q. Estimate debris amounts that need to be managed
- r. Name legal issues related to debris management
- s. List health and safety concerns associated with debris removal processes
- t. Categorize different kinds of legal issues, federal contracts, and monitoring procedures.
- u. Describe procedures for temporary and permanent debris removal sites
- v. Develop basic elements of a public education plan for debris removal
- w. Describe types of environmental damage that can occur in the context of natural, technological and terrorist disasters
- x. Identify strategies for environmental recovery
- y. Explain the value of environmentally friendly recovery strategies
- z. Link environmental recovery to a holistic strategy around housing, transportation, business and infrastructural recovery
- aa. Explain the value and meaning of historic places, properties and cultural resources
- bb. Define the criteria for recognition as a historic property
- cc. Outline basic plans that can be put into place to protect historic and cultural resources before disaster

LEARNING PLAN 7: Housing, Business Recovery, Infrastructure and Lifelines, Social Psychological Recovery, Public Sector Recovery

LEARNING OBJECTIVES:

7. After reading Phillips' Chapter 7 "Housing", Chapter 8 "Business Recovery", Chapter 9 "Infrastructure and Lifelines", Chapter 10 "Social Psychological Recovery" and Chapter 11 "Public Sector Recovery" and studying the materials students should be able to:
- a. Define buyout (aka relocation/buyout), case management, Disaster Recovery Center (DRC), emergency shelter, faith-based organization, individual assistance, joint field office, National Disaster Housing Plan, National Disaster Housing Strategy, permanent housing, capital-infusion model, limited-intervention model, market model, redevelopment model, Small Business Administration (SBA), temporary housing temporary shelter, unmet needs, business-continuity planning, cyber-commuting, displacement, district overlay, downtime, home-based business, micro-loans, physical disaster loans, rainy-day fund, accessibility, direct losses, flexibility, high-hazard dam, indirect losses, infrastructure, interconnectedness, and utility.
 - b. List the steps involved in securing federal assistance for temporary and permanent housing
 - c. Clarify the limitations of various models for housing recovery
 - d. Describe challenges faced by renters and homeowners in securing permanent housing
 - e. Explain the value of a professional case management process to assist displace residents
 - f. Summarize the benefits and challenges associated with permanent relocation
 - g. Present the various roles played by local, state and federal government during housing recovery
 - h. Discuss the ways in which voluntary organization assist with the housing reconstruction process
 - i. Identify the full range of businesses that are impacted and the varying needs that they may have in recovery
 - j. Explain the purposes of business continuity planning
 - k. Define and estimate displacement and downtime for businesses affected by disaster
 - l. Explain steps and activities involved in business recovery planning
 - m. Describe strategies for business resumption after disaster
 - n. Provide alternative, ecofriendly "green" rebuilding solutions for businesses of all sizes and types
 - o. Discuss various federal programs that assist businesses affected by disasters
 - p. Describe the social impacts of disruption of infrastructure and utilities

- q. Specify holistic strategies for rebuilding damaged infrastructure and utilities to enhance overall recovery
- r. Outline mitigation options for communities to consider for repairs to infrastructure and utilities.
- s. Define anxiety, blaming, collective loss, compassion fatigue, debriefing, depression, outreach Posttraumatic stress disorder (PTSD), residential care, resilience, secondary trauma, therapy, trauma, bureaucratic authority, capital campaign, charismatic authority, emergency operations center (EOC), emergent-norm theory, Emergent Human Resources Model (EHRM), leadership, legal-rational authority, and political will.
- t. Identify the kinds of social psychological reactions and concerns that may arise in the context of natural, technological and terroristic disasters
- u. Discuss impacts on various populations that may bear disproportionate risks for social psychological trauma
- v. List and explain the various factors that may influence how people experience potentially traumatic events
- w. Describe the implications of social psychological research for designing therapeutic interventions
- x. Explain the need for professional therapies and appropriate credentialing of those involved in social psychological recovery efforts
- y. Describe strategies for providing therapeutic relief for various populations and for different kinds of social psychological needs
- z. Identify the various roles of local government in managing disasters
 - aa. Discuss how officials can facilitate recovery efforts through responsible leadership
 - bb. Demonstrate the value of including elected officials and governmental staff in the recovery process
 - cc. Describe the ways in which local government fits into and influences all dimensions of disaster recovery.

LEARNING PLAN 8: Donations, Community Resources, Voluntary Organizations, and Financing Recovery

LEARNING OBJECTIVES:

- 8. After reading Phillips' Chapter 12 "Donations", Chapter 13 "Community Resources", Chapter 14 "Voluntary Organizations", and the Appendix "Financing Recovery" and studying the materials students should be able to:
 - a. Define accountability, collective altruism, convergence, informational convergence, material convergence, personal convergence, substitute convergence, distribution center, donations, donations coordination center, donations management coordinator, donations management team, donor intent, individual altruism, multiagency warehouse, situational altruism, the "second disaster", unsolicited donations, consultation, content leader, community, community engagement, participatory process, participatory action, political efficacy, praxis, process leader, social capital, bonding, bridging, cognitive, linking, and structural.
 - b. Explain why donations can be a "second disaster" due to unexpected forms of convergence
 - c. Identify the benefits and challenges associated with disaster donations
 - d. List which donations are best in particular situations
 - e. Outline key parts of a donations management strategy
 - f. Explain basic principles for working with donors, donations, and partnering organizations
 - g. Outline strategies for effective management and distribution of donations
 - h. Link donations management to the longer recovery period, when donations are most needed
 - i. Discuss the importance and value of financial accountability for donations
 - j. Identify reasons why the community can be a valuable resource during disaster recovery
 - k. Describe participation as a reflection of civic culture and responsibility
 - l. Define various kinds of social capital that can be accumulated and applied during the disaster recovery process
 - m. Explain strategies that can engage the community
 - n. Address barriers that may prevent participation of community members
 - o. Describe participatory action strategies designed to enhance community involvement
 - p. Define affiliated volunteers, civic club, civic involvement, community-based organization (CBO), emergent group, faith-based organization (FBO), interfaith, long-term recovery committee (LTRC),

National Voluntary Organizations Active in Disaster (NVOAD), spontaneous unplanned volunteers (SUVs), unaffiliated volunteers, Unmet-Needs Committee, Voluntary-Agency Liaison (VAL), Volunteer Coordination Team (VCT), Catalog of Federal Domestic Assistance (CFDA), Disaster Federal Register Notice, Federal Register (FR), Funding Opportunity Number (FON), grant, grantsmanship, grant writing, and proposal.

- q. Describe the benefits and challenges associated with volunteers working during disaster recovery
- r. Specify the conditions that influence volunteerism
- s. Identify the types of voluntary organizations operating in disaster
- t. Explain how to develop voluntary capacity prior to a disaster event
- u. Summarize effective dimensions of a volunteer management program during the disaster recovery period
- v. Identify organizations and organizational forms through which volunteers flow
- w. Point out connections between federal partners and voluntary organizations
- x. Identify places to secure funding for recovery projects
- y. Explain how to contact prospective funders
- z. Describe how grant proposals are put together
- aa. Portray the skills, abilities and characteristics of an effective grant writer
- bb. Explain the reasons for grant management and accountability
- cc. Search for nongovernmental sources to fund disaster projects

LEARNING PLAN 9: Researching Disasters: Topics and Sources

LEARNING OBJECTIVES:

9. After research using the library for resources on the topic of the student's choice and reading/studying the materials students should be able to:
- a. Identify the different ways people decide what's real
 - b. Explain the fundamental nature of social science
 - c. Understand the basic options for conducting content analysis
 - d. Explain how theory and research methods impact each other
 - e. Give examples of how social theory shows up in the context of disasters

LEARNING PLAN 10: Researching Disasters: Conducting Content Analysis

LEARNING OBJECTIVES:

10. After research using the newspapers and other media sources for resources on the topic of the students' choice and reading/studying the materials students should be able to:
- a. Identify the sociological theories used to analyze disasters
 - b. Explain the content of the news articles on the student's topic of choice
 - c. Describe the method of content analysis
 - d. Identify the main findings of the analysis of new articles
 - e. Specify the conclusion derived from the analysis and findings of the student's research.

Writing Assignments:

Content Analysis (200 total points consisting of four essays/writing assignments):

Over the semester, you will research a natural, technological, or intentional human-initiated disaster, as well as a specific population or social issue in the context of that event. Based on your research, you will write four essays in which you will summarize the consequences of the disaster, analyze 10 newspaper articles covering the event, and review some of the academic research literature related to the population or social issue you are exploring. Detailed essay guidelines will be provided for each of the four writing assignments.

Below is a list of disasters you may want to study for this project. This list certainly is not exhaustive, but instead consists of a number of disasters that caused substantial loss of life, significant community disruption, and major economic losses. If there is a disaster that you are interested in studying that is not

listed below, you are welcome and encouraged to study that disaster once you have cleared it with me. Please make sure that the disaster event received sufficient media coverage to complete the assignment.

Hurricane Maria (2017)
Hurricane Irma (2017)
Hurricane Harvey (2017)
Great Smoky Mountains Wildfires (2016)
Hurricane Matthew (2016)
Louisiana Floods (2016)
West Virginia Flood (2016)
US Blizzard (January, 2016)
North American Storm Complex (Flood in Carolinas, 2015)
Utah Floods (2015)
Okanogan Complex Fire (2015)
Texas-Oklahoma Floods (2015)
North American Winter Storm (November 2014)
Tornado Outbreak (April 2014 in NE, LA, OK, IL, FL, NC)
Oso Mudslide (2014)
North American Cold Wave (2014)
Yarnell Hill Fire (2014)
Colorado Floods (2013)
Moore (OK) Tornado (2013)
Nor'easter (blizzard) (2013)
Colorado Wildfires (2012)
Hurricane Sandy (2012)
Joplin (MO) Tornado (2011)
Super Outbreak (tornados) (2011 in AL, TN, GA, AR, VA)
Mississippi River Floods (2011)
BP Oil Spill (2010)
Samoa Earthquake and Tsunami (2009)
Super Tuesday Tornado Outbreak (2008 in TN, AR, KY, AL, IL)
Hurricane Ike (2008)
Sichuan, China Earthquake (2008)
Midwest (US) Floods (2008)
Southern California Wildfires (2007)
Kashmir Earthquake (2005)
Hurricane Rita (2005)
Hurricane Katrina (2005)
London Bombings (2005)
Indian Ocean Earthquake and Tsunami (2004)
Madrid Train Bombings (2004)
Bam, Iran Earthquake (2003)
European Heat Wave (2003)
Western Wildfires (2002)
Bali Bombings (2002)
Gujarat, India Earthquake (2001)
9/11 Terrorist Attacks (2001)
Chicago Heat Wave (1995)
Oklahoma City Bombing (1995)
Northridge Earthquake (1994)
Midwest Floods (1993)
Los Angeles Riots (1992)
Hurricane Andrew (1992)
Oakland Firestorm (1990)
Exxon Valdez Oil Spill (1989)

Chernobyl Nuclear Explosion (1986)
Bhopal Chemical Release (1984)
Three Mile Island Nuclear Accident (1979)
Big Thompson Flood (1976)

Below is a list of social groups and social issues that you may consider focusing on for your project. You will want to make sure that there are media reports available on the particular issue that you want to examine in the disaster that you have chosen.

1. Women
2. Men
3. Children and Youth
4. The Elderly
5. Low-Income Populations
6. Persons with Mental or Physical Disabilities
7. Immigrants or Non-Native Speaking Populations
8. Racial/Ethnic Minorities
9. Religious Minorities
10. Tourists and other Transient Populations
11. Emergency Relief Workers
12. Volunteers
13. Pets/Companion Animals
14. Warnings and Risk Communication
15. Evacuation Issues
16. Shelter and Housing Issues
17. Displacement
18. Long-Term Recovery
19. Memorials
20. Mental Health Issues
21. Blame
22. Looting
23. Domestic Violence
24. Policy Change

A. Writing Assignment #1 (50 points): Project Choice September 14th
You must select the disaster you will be researching as well as the particular population or social consequence that you will be examining for your content analysis essay by Friday, September 14th. On that day, you will hand in a typed essay indicating the disaster you have chosen and the social aspect you plan to explore (see the lists above to help you with this decision). You should explain why you are interested in studying this particular event and topic. You must gather information that describes the scale, scope, and magnitude of the disaster event that you chose to study. At minimum, you must include information on: 1) when the disaster happened; 2) where it happened; 3) how many people it affected; 4) how many people died; 5) an estimate of the economic consequences; and 6) a reference list (websites and newspaper accounts are fine, just make sure and verify the information for accuracy). Read all of the requirements for this project carefully before making up your mind.

B. Writing Assignment #2 (50 points): Literature Review October 12th
For this writing assignment, you will summarize and integrate at least five scholarly research articles that deal with the social group or social issue/consequence that you are exploring. You must submit a typed bibliography of the five scholarly sources. These must be peer-reviewed journal articles, book chapters, books, or government reports – **not** websites or media articles. For this assignment, you will summarize the five articles and integrate the summaries into a brief literature review.

C. Writing Assignment #3 (50 points): Content Analysis November 16th

For this writing assignment, you will gather and analyze at least 10 newspaper (or other media) articles that deal with the specific disaster and the social group or social issue/consequence that you are studying. The bulk of this assignment should address your analysis of the newspaper articles. You must include either a scanned pdf or a url (link) of the 10 newspaper articles that you have collected.

D. Writing Assignment #4 (50 points): Final Project

November 30th

For this writing assignment, you will combine the information from writing assignments 1, 2 and 3 into a one and add additional content to create a coherent essay/final project that includes the following sections: 1) Introduction, 2) Literature Review, 3) Analysis, 4) Findings, 5) Discussion, 6) Conclusions, and 7) Bibliography

Discussion Boards: To be announced on the Moodle class site.

Undergraduate Requirements:

3 Exams worth 50 points each: 150 points

6 Discussion Boards worth 25 points each: 150 points

4 Written Assignments worth 50 points each: 200 points

Undergraduate Grading Scale: 500 total points

Points Attained	Grade
450-500	A
400-449	B
350-399	C
300-349	D
250-299	F

Graduate Student Requirements:

3 Exams worth 50 points each: 150 points

6 Discussion Boards worth 25 points each: 150 points

4 Written Assignments worth 50 points each: 200 points

1 Research Paper: 200 points

Graduate Grading Scale: 700 points

Points Attained	Grade
630-700	A
560-629	B
490-559	C
420-489	D
Less than 420	F

Course Calendar: Each Learning Plan has a reading assignment (RA) and a written assignment (WA), discussion board (DB) or a quiz.

WEEK:	ASSIGNMENTS:	DUE DATES:
1 8/20 – 24	LEARNING PLAN: RA: Chapters 1, 2 & 3 in Tierney DB 1: Introduce yourself to the class	Discussion 1 Due 8/24
2 8/27 – 31	LEARNING PLAN: RA: Chapter 4, 5 & 6 in Tierney DB 2: TBA	Discussion 2 Due 8/31
3 9/4 - 7	LEARNING PLAN: RA: Chapter 7, 8 & 9 in Tierney EXAM 1: Tierney Book	EXAM 1 Due 9/7
4 9/10-14	LEARNING PLAN: Experiences, Disaster Events, Warnings and Evacuations, and Victim Responses RA: Chapters 1, 2, 3, 4, 5 and 6 in Drabek WA 1: Select Disaster & Social Group/Issue/Consequence	Writing Assignment 1 Due 9/14
5 9/17 – 21	LEARNING PLAN: Organized Disorganization, Short Term Recovery, Psychological Impacts, Community Risk and Recovery, Community Change RA: Chapters 7, 8, 9, 10, 11, & 12, in Drabek DB 3: TBA	Discussion 3 Due 9/21
6 9/24 – 28	LEARNING PLAN: Organized Disorganization, Short Term Recovery, Psychological Impacts, Community Risk and Recovery, Community Change RA: Chapters 7, 8, 9, 10, 11, 12, 13 & 14 in Drabek EXAM 2: Drabek book	EXAM 2 Due 9/28
7 10/1-5	FALL BREAK is on October 4 & 5.	
8 10/8 – 12	LEARNING PLAN: LEARNING PLAN: Disaster Recovery, Frameworks and Planning, Debris Management, Environmental Recovery and Historical and Cultural Resources RA: Chapters 1, 2 3, 4, 5, & 6 in Phillips WA 2: Literature Review	Writing Assignment 2 Due 10/12
9 10/15 – 19	LEARNING PLAN: Housing, Business Recovery, Infrastructure and Lifelines. Social Psychological Recovery, Public Sector Recovery RA: Chapters 7, 8, 9, 10 & 11 in Phillips DB 4: TBA	Discussion 4 Due 10/19
10 10/22 – 26	LEARNING PLAN: Donations and Community Resources, Voluntary Organizations and Financing Recovery RA: Chapters 12, 13, 14 & Appendix in Phillips EXAM 3: Phillips Book	EXAM 3 on 10/26
11 10/29 – 11/2	LEARNING PLAN: Researching Disasters: Topics and Sources DB 5: TBA	Discussion 5 11/2
12 11/5 – 9	LEARNING PLAN: Researching Disasters: Content Analysis DB 6: TBA	Discussion 6 11/9
13 11/12 – 16	LEARNING PLAN: Researching Disasters: Analysis and Writing WA 3: Content Analysis	Writing Assignment 3 due on 11/16
14	THANKSGIVING BREAK	
15 11/26 – 30	WA 4: Final Project	Writing Assignment 4 due on 11/30
16	Research Paper due (Graduate Students only)	